

FEB 1 1945

# SCHOLASTIC COACH

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**Building and  
Equipment Issue**

JANUARY 1945 25c

LIVING  
WAR  
MEMORIALS

## IT WAS ... A QUESTION WHO COULD FIRE FIRST

we had just left when we got the biggest surprise of our lives.

A Tiger tank suddenly came into view 300 yards away. We could see him bring his big gun to bear on us. It was a question of who could fire first. The boys in the turret did a sweet job and the fact I'm writing you is evidence that we beat Jerry to the punch. That was one time teamwork certainly counted!

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This typical letter from an American boy overseas is a perfect example of what a former Head Coach at the Naval Academy meant when he recently stated:

"American people should be made to realize that combat experience on football fields and personal subjugation to team play are the

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To this we should like to add that just as sports training has contributed to the success of a fighting America, so we believe it will contribute materially to the strength and health of our nation in peacetime years to come.

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# SCHOLASTIC COACH

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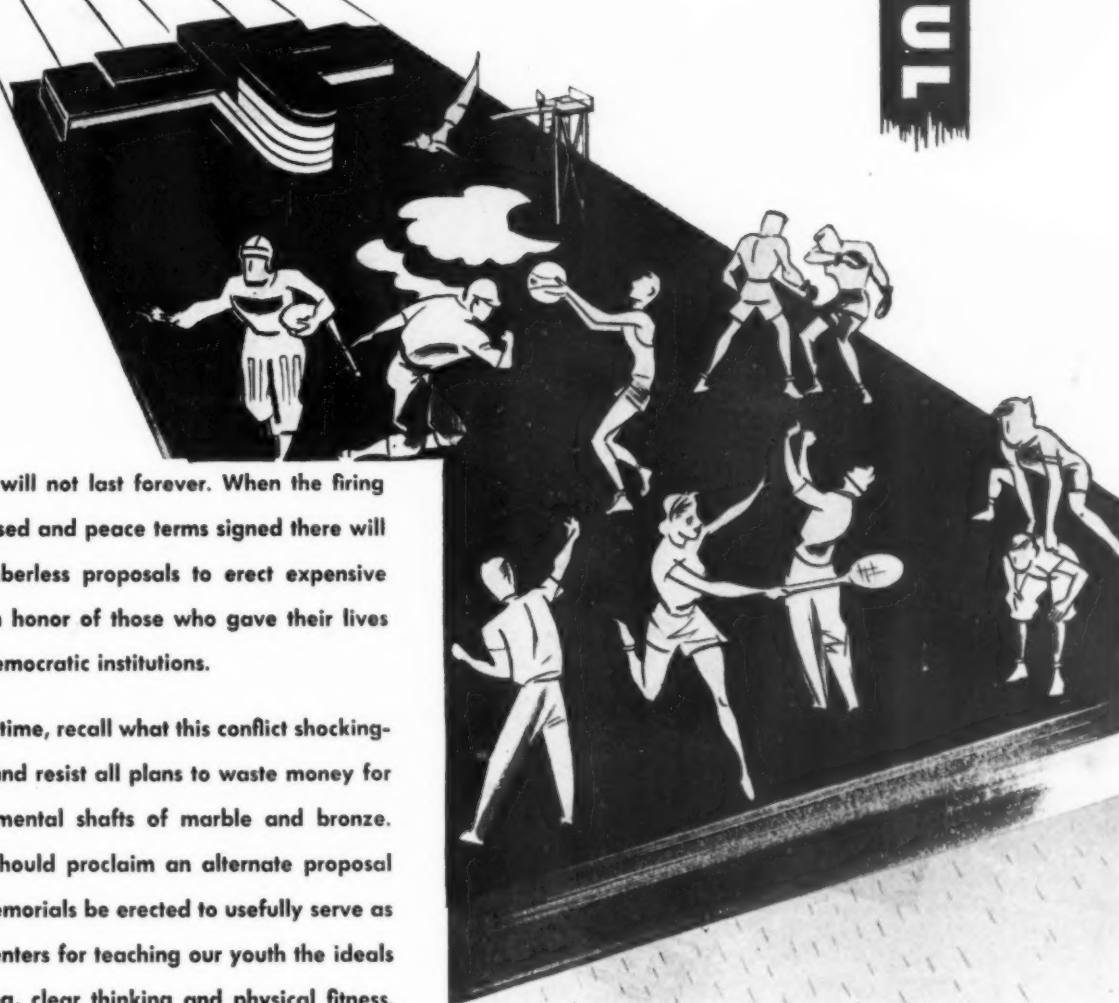
And very important, OZITE is SAFER... no bits of metal to scratch... because it's felted *without needles* by the famous OZITE Platen Process.

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# MONUMENTS CAN BE USEFUL



**7**he war will not last forever. When the firing has ceased and peace terms signed there will be numberless proposals to erect expensive monuments in honor of those who gave their lives to save our democratic institutions.

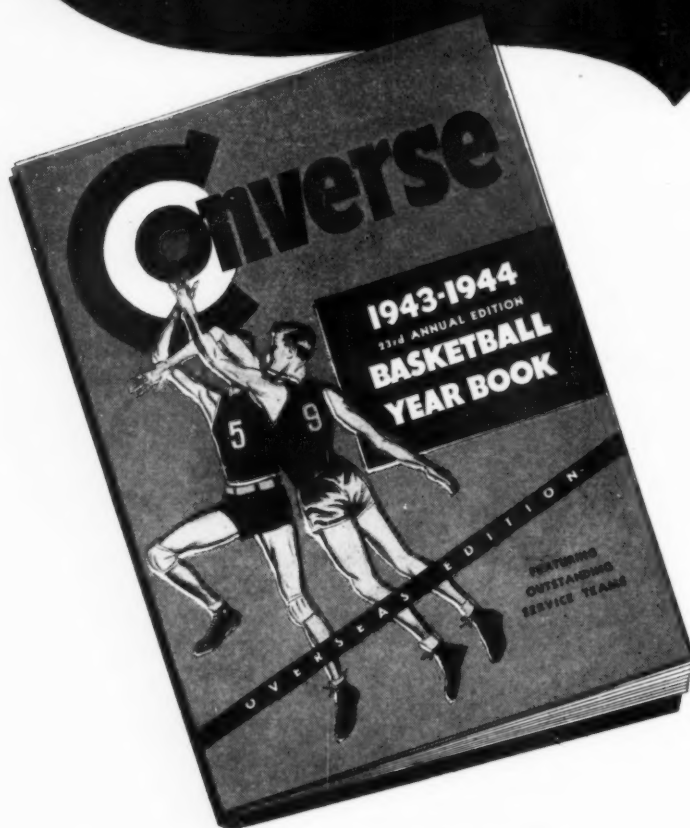
Let us, at that time, recall what this conflict shockingly revealed, and resist all plans to waste money for useless, ornamental shafts of marble and bronze. Instead, we should proclaim an alternate proposal that fitting memorials be erected to usefully serve as community centers for teaching our youth the ideals of clean living, clear thinking and physical fitness.

Only in such commendable works will we make secure the future of an even greater America for which so many made the supreme sacrifice.



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## CONVERSE

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# Your memorial issue

**A**S is our wont every January, we're ushering in the New Year with a special issue on physical education and sports facilities. Experts from all over the country offer you the latest in gym designs, plans for locker and shower rooms, suggestions for laying out a stadium, etc.

In a sense, this issue is our memorial to living war memorials. Knowing that many of our future installations will come in the form of war memorials, we've tuned the contents to the memorial theme.

We like the idea of living war memorials. If our boys died defending the right to life, liberty and the pursuit of happiness, we should memorialize them through agencies that reflect this right. That means gymnasiums, field houses, swimming pools, stadiums, playgrounds and other recreational facilities.

By promoting the future health of the nation, these memorials will serve a vital, living function.

At the same time, we should avoid degenerating the project into a grab bag, with every school digging in for its share of the loot. The idea is revolting, we know. But it's a very live possibility, human nature being what it is.

If your facilities are adequate, don't ask for something you don't need. Let your request for a living war memorial be actuated by necessity and dual utility. In other words, both your school and community should need the facility and it should be available to both.

The athletic plant of the future will be designed with an eye to the community. It will not stand idle after school hours and during summer vacations. It will be a 24-hour, all-year-round proposition, serving the greatest number.

We know this will entail additional personnel for instruction, supervision and maintenance. And that means greater school budgets. Where this money will come from, we frankly don't know. It is a local problem that must be solved by local agencies. But if physical fitness is worth having, it is worth paying extra for.

Let us face facts. Those dolorous draft rejectee figures may be traced to the inadequacy of our fitness programs. But our schools haven't been to blame. They have always been aware of the shortcomings of their fitness programs. But how could they assure activity for all, an hour a day, when they had neither

the facilities nor the personnel to do it?

That accounts in part for the 25% number of rejectees among the 18-year-olds. The 50% figure for older groups may be traced to the lack of community facilities and the immobilization of the school plant after school hours.

To improve the nation's physical fitness, we must greatly expand our facilities, offer a more intensive and attractive program to both students and adults, and man the administrative posts with contented, enthusiastic personnel. That means paying them wages commensurate with their responsibilities and functions.

Without going architect on you, we'd like to touch briefly on the design of your memorial. It should very definitely allow for intensified, expanded use and for a variety of recreational activities.

If you're building a new gym or field house as a memorial, you want to be sure to include extra lockers for community use. By the same token, you should include bowling alleys, billiard and table tennis tables, and other forms of popular community activities.

A playground should have a kiddie pool and plenty of facilities for mass recreational games. In short, the keynote should be dual utility. Build your memorial for the entire community—students and adults alike.

But, remember, exercise common sense in your taste and judgment. Don't disgrace the dignity and purpose of war memorials. If you don't need any athletic facility, don't ask for one. Your community will do better to sink the money in a park, a hospital or some similar useful project.

## What is an amateur?

**I**F all the hairs that have been split over the interpretation of the word "amateur" were laid end to end, they would cover the heads of

(Continued on page 46)





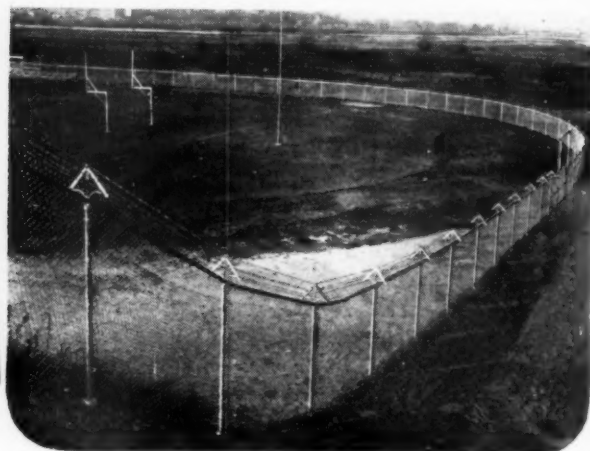
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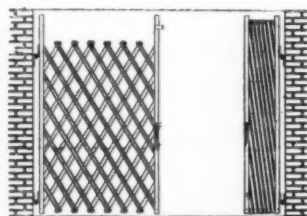
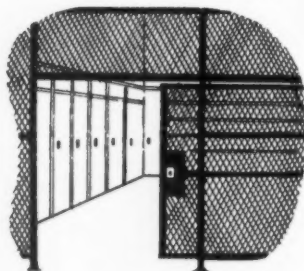


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Stewart Tennis Court and Baseball Backstops are available now, without a priority, to those participating in the U. S. Office of Education Victory Corps Program. Other Stewart products such as Chain Link Wire Fence, Window Guards, Folding Gates and Wire Partitions are also available, but subject to favorable action on an appeal to WPB. Then there are Metal Folding Chairs, Settees, Bicycle Racks, Flag Poles, and many other products. Whatever you need, if it's made of iron, wire or bronze, talk to Stewart first.

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# THE PHYSICAL EDUCATION PLANT OF TOMORROW

By Dr. Hyman Krakower

Dr. Hyman Krakower is a member of the department of physical education at the College of the City of New York.

**T**HE school of tomorrow will be a "community" school, where the major educational and community activities of both child and adult will be centered.

The trend is definitely in that direction. Education cannot justify the immobilization of school facilities for considerable periods. The restricted use of the school plant—within the school day and the school year—can no longer be tolerated. It is a poor economic, educational and healthful practice.

The post-war school will be designed for 24-hour use.

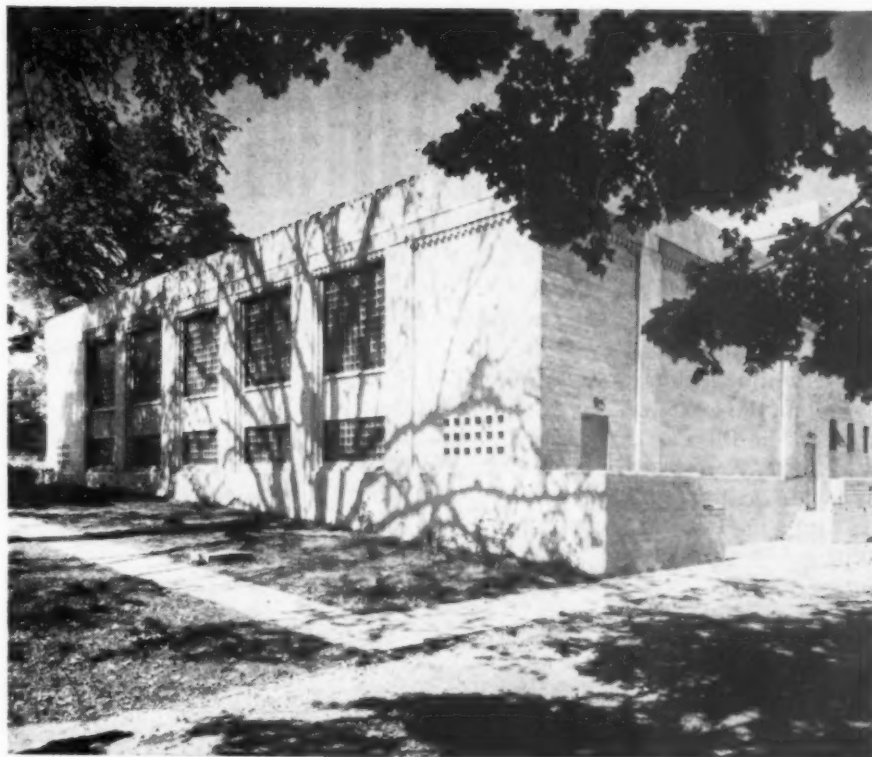
Physical education facilities should be planned chiefly from the point of view of utility. Other factors are also important, but they should be considered only after the physical education programming has been fully explored.

To carry an illustration to the extreme, it would be foolish to construct a shower room with walls of marble and plumbing units of gold. Pretty? Yes! Useful? Perhaps! But not in proportion to its beauty. On the other hand, beauty is sometimes sacrificed for utility. Both should be considered, but the emphasis should be on the latter.

Indoor facilities include all areas within the walls of any building or buildings. They may be considered a substitute for the outdoors. If it were possible to construct the areas with the advantages of the outdoors, such as sunlight and natural ventilation, they would be ideal.

The gymnasium should be in a wing of the school building or in a

Standards and suggestions for facilities designed for joint student-community use.



This addition to the high school building at Benzonia, Mich., provides the community with a completely modern, firesafe plant. As shown in the floor plans, it carries a combined gym-auditorium, dressing and locker rooms, a domestic science department, a shop, physical science lab, assembly room and library.

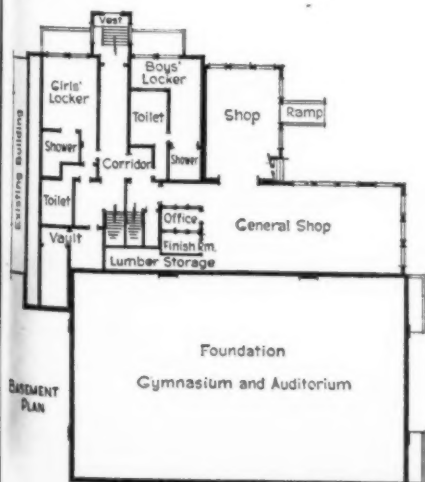
separate building. At present, gyms run the gamut from the single-room schoolhouse to the separate gymnasium building. The specialist in school building problems of the U. S. Office of Education calls the combined auditorium-gymnasium a Jekyll and Hyde unit. She says, "I have never known a school superintendent or principal who did not

agree that a combined auditorium and gymnasium is unsatisfactory for use either as an auditorium or as a gymnasium."<sup>1</sup>

This is substantiated by A. D. Dotter, who says that, "Many communities find it necessary to provide auditorium and gymnasium facilities in the same unit. This unit is not considered separately in its two distinct roles. As a result, it is neither suitable as an auditorium nor acceptable as a gymnasium. The

(Continued on page 40)

<sup>1</sup>Alice Barrows, "The Combined Auditorium-Gymnasium," *The American School and University* (10th ed.), New York: American School Publishing Corp., 1938, p. 291.





# What is an appropriate War Memorial?

**D**O YOU believe your town can afford to build an imposing monument to World War II, while just around the corner children are playing in the streets?

Now is the time to think clearly about war memorials. It is to your soldier, sailor, or airman that they will be dedicated. They will be built with your dollars, and given a permanent place in your town.

Will you be satisfied with an old-fashioned monument—an obelisk, a classic tombstone, or a grim group of warriors chiseled in stone—the sole purpose of which is to be seen, not used? Wouldn't it be more fitting to commemorate your heroes with a living memorial, one that makes a definite contribution to that better life for which they fought?

Those who died that our way of life might survive, saw for themselves the tragedy of crowded, unsanitary living, starvation, and ignorance. They wanted better things for their children—health, freedom and education. In the memorial tributes we raise to them, these ideals actually can be realized.

What kind of living memorial should your community plan? Living memorials are not limited to plantings of trees or parks. Suggested here are a few practical projects already being considered by towns and cities all over the country. But what is best for one town is not necessarily best for all. Weigh each idea against your town's needs and against its ability to build and maintain such a memorial. And, remember, the best living memorial for your community is the one that offers the most to the greatest number of citizens.

A memorial hospital would give greater health to all citizens in a city large enough to afford it. If your existing hospital isn't large enough, your memorial might be a new wing, dedicated to your war heroes. Or it might be a new operating theater, a free clinic for children, or an adult public health center where instruction in nutrition, home nursing, and general family health is offered.

A nursery school for children of working mothers would be a contribution to the general welfare of certain towns. Are classroom facilities in existing schools adequate? The children in those schools will benefit by better sight and stronger bodies, get a healthier start, if you make your memorial the gift of a scientific lighting system, air conditioning, or new desks and chairs, designed for proper posture.

A community center brings people together in a spirit of cooperation and friendliness. Unless we have



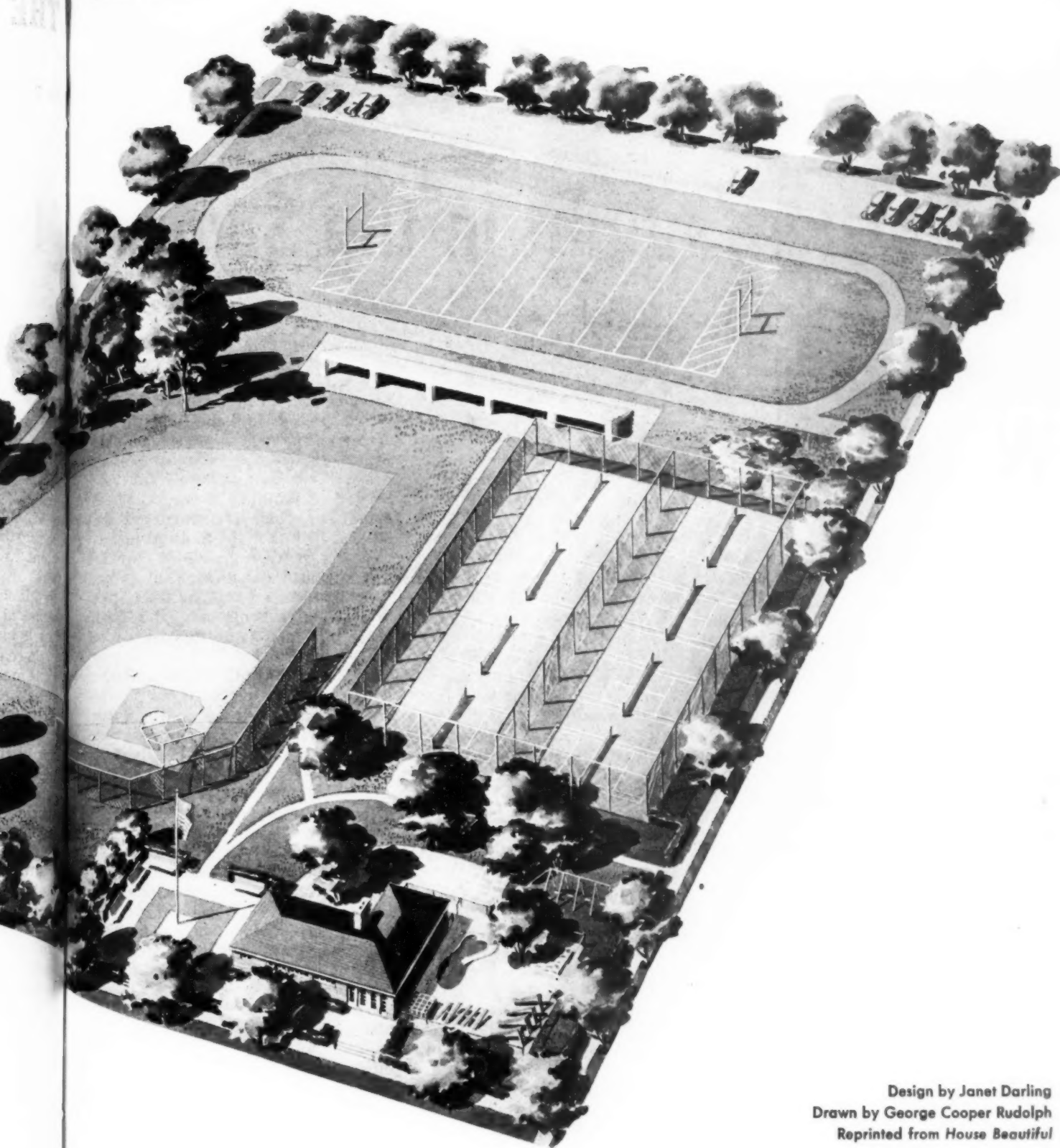
By Janet Darling

this spirit in our own communities, we can never hope to achieve it on a world-wide scale. Could there be a more fitting war memorial? Such a building might house an auditorium for theater groups, concerts, public discussions. The building might include meeting rooms, craft work rooms, a gymnasium and facilities for indoor sports. This is a project that might be planned over a period of years.

If your present public library has a small bit of land around it—even a space fifty feet square would

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Design by Janet Darling  
 Drawn by George Cooper Rudolph  
 Reprinted from *House Beautiful*

do—consider turning this into an outdoor reading room, paved, planted with beautiful trees and flowering shrubs, and further beautified by a memorial pool. It would be used and enjoyed by all age groups in the community.

If your town lies close to a wooded area, this natural setting might be developed into an outdoor community center. It might have an amphitheater for summer concerts or plays. Walks might be cut through

(Concluded on page 48)

• Above is a proposed layout for a memorial playfield, providing fields for the most popular sports, a running track and tennis courts. The children's playground is fenced in for safety; it has a wading pool and sand pile, slides and see-saws. The field house has one large room for recreation, lockers, showers, and storage space for sports gear. Entire field covers about 12 acres; without football field, about eight acres. In the tree-shaded plaza, where benches are provided for older folk, a plaque might commemorate the war heroes.

by Marshall Simpson

# There's light in the Saginaw Valley

Administrators of high school leagues who are having trouble making both ends meet should find a few helpful rays in the success story of the Saginaw Valley Association, told here by Marshall Simpson, secretary of the Association.

**W**HILE not exactly rolling in wealth, the Saginaw Valley Association is doing very nicely, thank you. Its program of Friday night football has proven a bouncing success.

The townspeople like it because the high school games no longer impinge upon their Saturday working hours. If they are free on Saturdays, they may go to a college game or listen to one on the radio.

The League likes it because it no longer is in competition with the nearby University of Michigan, Michigan State College and University of Detroit.

The coaches like it because they now have their Saturdays off, just as the other teachers in the school system.

The players like it because they may now work on Saturdays.

The athletic associations like it because attendance in each city has jumped two to four hundred percent, providing more funds for their programs.

How did the Saginaw Valley Association convert to night football? Was it a spontaneous movement? If so, where did all the money for the installations come from? These are fair questions, and will be answered here in the hope they may give light to the administrators of other high school leagues.

The Saginaw Valley Association is composed of seven Class A schools (enrollment of 700 or over), located in five industrial cities of central Michigan.

The schools are: Saginaw Arthur Hill, Bay City Central, Flint Central, Flint Northern, Owosso, Pontiac, and Saginaw. Each school plays the six others in football, three at home and three away.

A rotating schedule, drawn twelve years in advance, is used. It works this way: The schools play each other on a two-year home-and-home basis and then drop the games back a week. The team played last is moved up to first for the next two years. The Valley schedule starts on the fourth week of the season.

Owosso, the smallest school in the league, started playing night football in 1937. It already had its field and stadium, the result of a program started by civic-minded citizens in 1926. An Owosso Stadium Corporation was founded that year and did a grand job of selling bonds to the citizens. The money was used to build the gridiron and fence it.

In 1932 a Governmental agency, the C.W.A., requested the employment of fifty men to improve the facilities. First, a quarter-mile track was built around the gridiron, and then, in 1933, the plant was topped off with a stadium seating 2,500. Very little money was laid out by the Corporation for this project.

In 1937, the Board of Education paid \$4,000 to all the outstanding bondholders for a clear title to the property, which had a value of \$35,000. They then spent \$4,000 for floodlights. Attendance promptly jumped from 800 to 3,000 per game. An all-time high was reached on the night of November 11, 1937, when 5,500 saw Owosso play Flint Central.

Since Flint Central was represented by 1,200 students and Owosso's enrollment was 1,000, it proved the Owosso townspeople definitely liked night football. At every game in Owosso, there were also many spectators from the visitor's city.

Flint Northern and Flint Central took up night football in 1941. The Atwood Stadium of Flint was owned by the Park Board. The Cleveland Indians wanted a Class D baseball team in that city and they made this proposition: If the city of Flint

would raise \$3,000, they would pay the balance to light Atwood Stadium, with the understanding that the two local high schools could use the facilities for night football.

Flint agreed and the Athletic Association of each high school paid \$1,500 as its share. Night football proved eminently successful, attendance jumping from 1,800 to 4,500 per game. It turned out the citizenry liked night football just as well as the townspeople of Owosso, and the attendance at Flint games since 1941 has remained about the same. The schools pay the Park Board \$50 per game for the use of the stadium.

In 1941, Bay City Central also floodlighted its gridiron, with the same happy effect upon attendance figures. When Bay City played Saturday afternoon football, it had an average attendance of 2,500. When it started playing on Friday nights, attendance rocketed to 4,500.

Saginaw Arthur Hill, in 1942, got a new high school building and a new athletic plant. Previously it shared Alumni Field with Saginaw High School.

Five days before the opening of the 1943 football season, it was decided to install lights. The estimated cost of \$5,300 was met by West Saginaw business men within four hours of a subscription drive. The bare playing field was transformed into a complete night unit in five days, despite the fact that some of the equipment came from far off Rochester, N. Y., and Chicago.

As Arthur Hill could not get a priority for fence, steel poles or concrete bleachers, it had to do the next best thing. It obtained wooden bleachers from Edenville, Mich., where they had been used in the annual Lumberman's Picnic. The fence, which had lived through a fire when the building in which it was stored, burned down, was obtained from a local concern. And

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the wooden poles and the lights were purchased through Consumers Power Company.

The labor was furnished by local, interested agencies: The Consumers Power Company, faculty members of Arthur Hill High, the school football team, and by Coach Bill Kelly, who worked many hours in his shirt sleeves.

The lights were tested only two hours before the opening kick-off; but the attendance was 4,000.

After the 1943 season, a press box, a public address system, a flag pole, and many other conveniences were added. A concrete stadium will be built after the war.

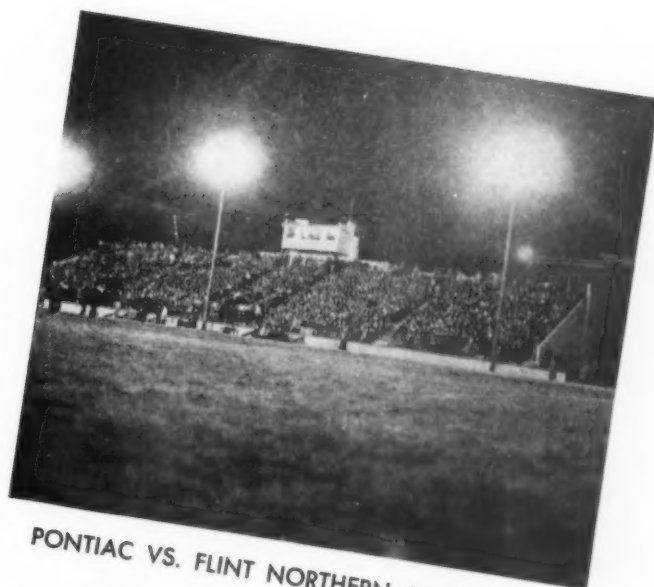
**Saginaw High**, the other Class A school in Saginaw decided last year to light its gridiron, Alumni Field, which has been used since 1911. Alumni Field was built by the school's influential alumni, one of the most active of whom was Frank Picard, now a federal judge. Fittingly enough, Judge Picard's son, one of the leading backs in the Valley, was on the 1944 Saginaw eleven.

Mr. Stephen Lyttle, principal of Saginaw High, and Mr. Earl Dominey, of the Consumers Power Company, were mainly responsible for lighting Alumni Field. They were assisted by several East Side business men.

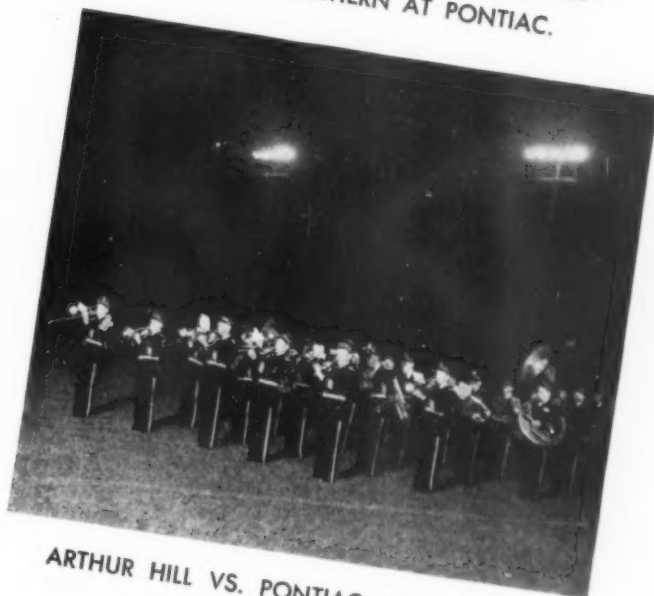
The complete installation cost less than \$5,000. The poles, which are 75 ft. high, were purchased from the defunct Saginaw Baseball Federation and were transferred from the Saginaw Fair Grounds. The lights were obtained new from Consumers Power Company. Saginaw played its first home game under the lights against Lansing Sexton, and the attendance was 2,500.

**Pontiac:** During the 1943 football season, a small group of civic-minded citizens became interested in developing Wisner Athletic Field, the home field of Pontiac High

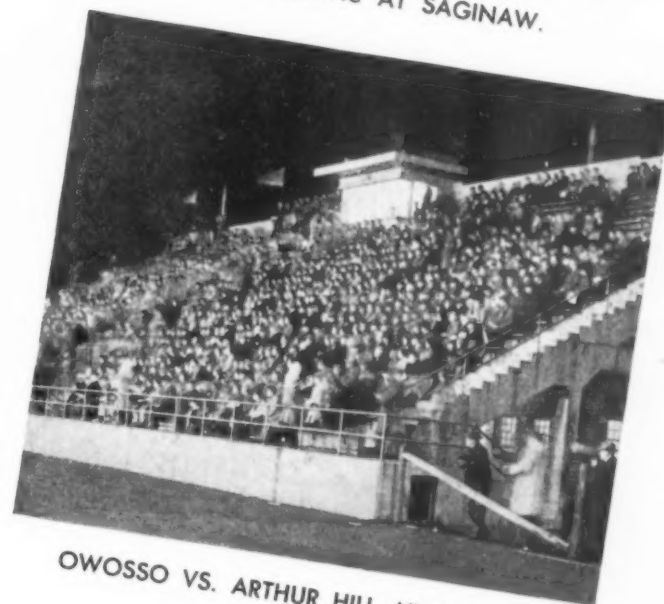
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PONTIAC VS. FLINT NORTHERN AT PONTIAC.

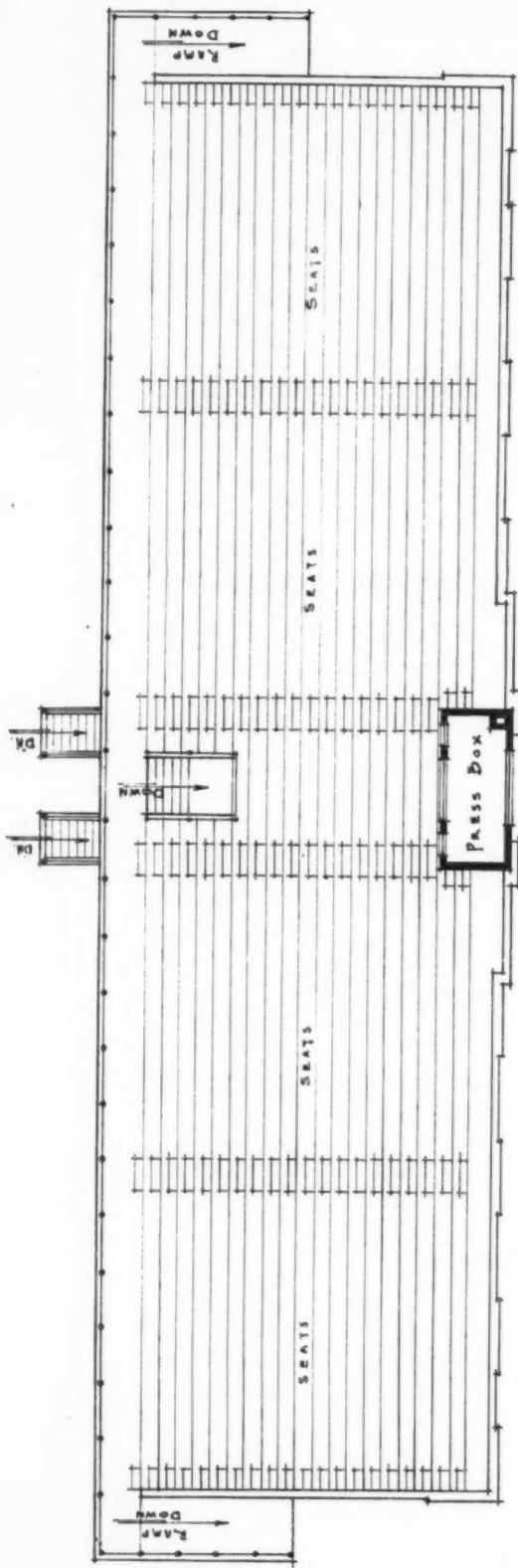


ARTHUR HILL VS. PONTIAC AT SAGINAW.

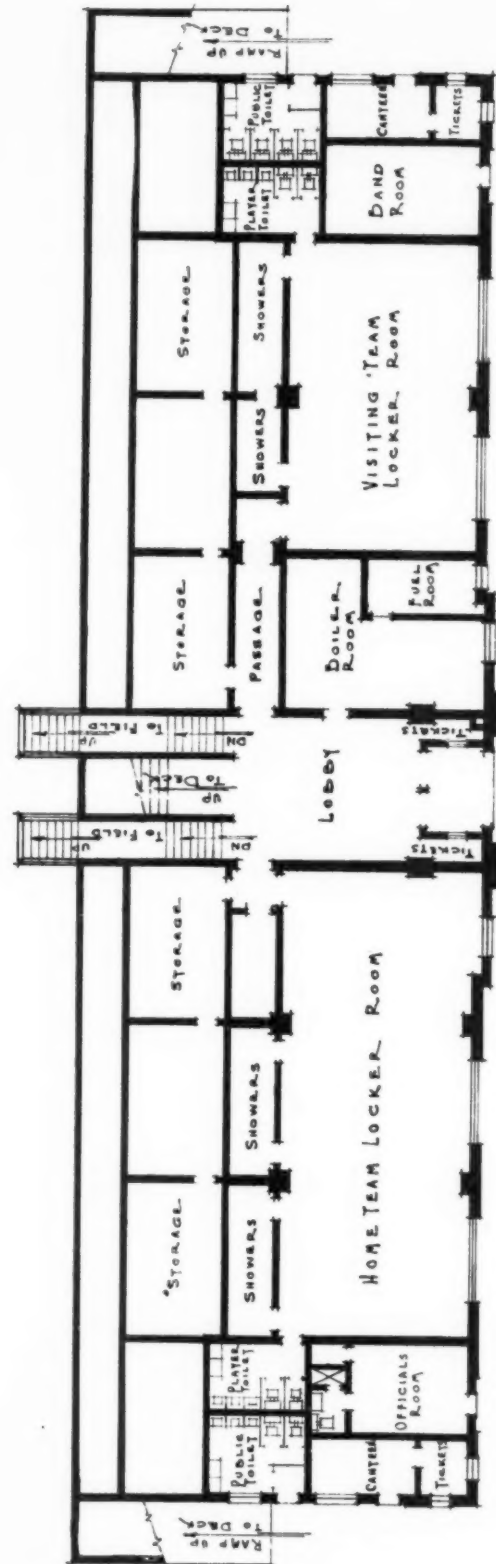


OWOSSO VS. ARTHUR HILL AT OWOSSO.





DECK PLAN



GROUND FLOOR PLAN

WILLIAM C. ZIMMERMANN, A.I.A.  
ARCHITECT  
PONTIAC, MICHIGAN

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SCALE IN FEET

WISNER MEMORIAL STADIUM  
PONTIAC, MICHIGAN

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## A MEMORIAL STADIUM

By William C. Zimmerman

William C. Zimmerman is the architect who designed the beautiful Wisner Memorial Stadium at Pontiac, Mich. For a fuller idea of the way the project was launched and the details of the floodlighting installation, see Marshall Simpson's article, "There's Light in the Saginaw Valley," on page 10.

**T**HE Wisner Memorial Stadium, a tribute to the people of Pontiac, Mich., to its men and women in the armed forces, was completed and freed of debt in less than a year!

Plans for the erection of the proposed stadium were announced early in 1944 by the Pontiac Chamber of Commerce. The project immediately proved popular. Civic organizations, merchants, school children and other interested citizens pledged the necessary funds in time to start work in the early spring, and the stadium was completed in time for the opening game of the football season.

The stadium is 181-feet wide and 52-feet deep, with a concrete deck seating 2,500. Entrance to the deck is through a 20-foot wide center entrance and an 8-foot wide ramp at each end. Under the deck are toilet, shower and locker rooms for the home and visiting teams, with an underpass to the playing field for each team. A room with toilet and shower is also provided for the officials.

Toilets at each end of the stands are for public use. A room for the use of the high-school band is lo-

cated at one end of the building, while canteens at each end are used by the Student Union for the sale of refreshments. Ticket offices are located at each entrance.

In addition to these rooms, considerable space is provided for storage of portable bleachers and equipment during the winter season. A press box is located at the center and top of the stands.

The building walls are constructed of cinder block. The deck is reinforced concrete supported by steel joists. Seats are spaced 26 inches back to back, with each row 12 inches higher than the row ahead. The seats are of 2-inch x 10-inch edge grain fir and are supported on steel standards in such manner as to provide toe room for the next row of seats to the rear.

The exterior walls have been painted with a white waterproofing

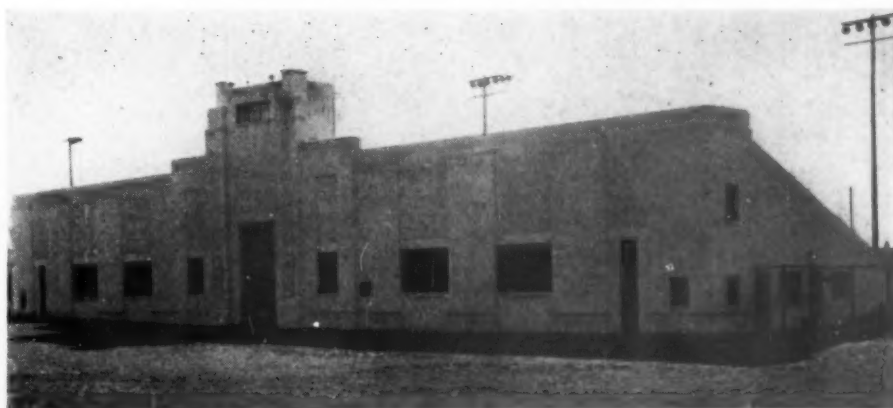
paint. Concrete floors have been installed in all rooms.

The playing field is lighted for night games by fifty-four 1000-watt lamps suspended on 40-foot poles and equipped with reflectors to give an even distribution of light over the entire playing field.

Cash donations for the project totalled more than \$50,000. In addition, approximately \$2,000 worth of professional services and labor were donated. The heating boiler, hot-water tank, plumbing fixtures and radiators were furnished by the Board of Education and taken from their stock of salvage materials.

The City of Pontiac generously deeded to the School District over 10 acres of land adjoining the school-owned property, making possible the development of a complete athletic field.

At the close of hostilities, the names of Pontiac's war dead will be permanently inscribed on memorial bronze tablets and mounted on the face of the building.



SAY! THAT'S  
AN IDEA THAT  
HAS A REAL  
AMERICAN  
SLANT. I'M  
FOR IT ALL  
THE WAY!



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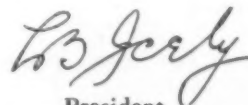
# The kind of a MEMORIAL any American Boy would choose for a Buddy!

★ ★ ★ The average American fighting man can't see himself the subject for a statue or a formal monument. That, he thinks, is for some great man like a doctor or an author or scientist. He takes heroic action on the battlefield in his stride. It's his way. He's out there to *win* and win he does. If he were asked to pick a memorial for a buddy who had done a hero's job, the American soldier would choose just what the American Commission for Living War Memorials is proposing—a stadium or a playfield, a field house or recreation park—something with a real purpose—that would bring recreation, sports and healthful fun to other young Americans for years to come.

That is why I think this "Living War Memorial" plan is such a grand idea with which to commemorate the heroic work of individuals or of "the boys" of any community or organization. It's a typically American way of paying homage to a typically American kind of war hero. Let's all get behind it.

MEMBER: *The Athletic Institute,  
a non-profit organization dedicated  
to the advancement of national phys-  
ical fitness.*

★ ★ ★  
*Let's all boost the "Living War  
Memorials" campaign to commemo-  
rate our war heroes.*



President

Wilson Sporting Goods Co.  
Chicago, New York and other leading cities

## IN SPORTS EQUIPMENT

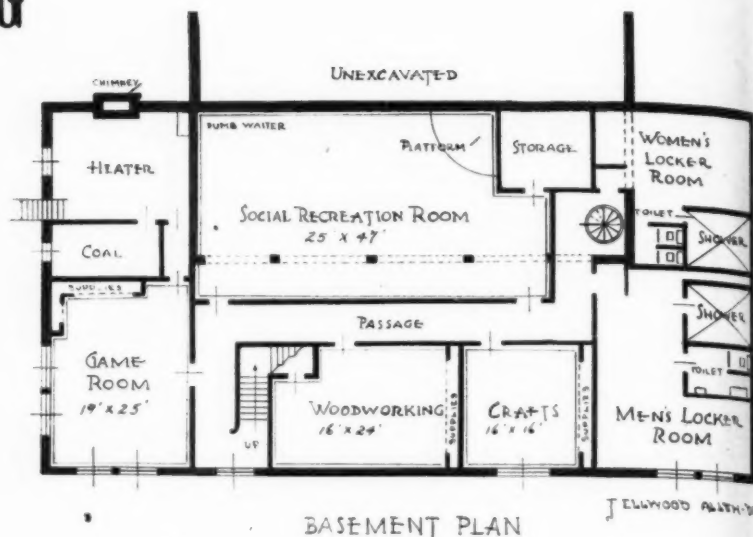
# RECREATION BUILDING

Design by National Recreation Assn.

THE building shown in the accompanying plan provides the facilities required for a well-balanced indoor recreational program. A separate gym and auditorium are desirable in most recreation buildings, but limited resources often make it necessary to combine these two features, as in the accompanying plan.

A building of this type is adequate to serve the indoor recreational needs of the people in most neighborhoods and small communities.

Inside the entrance of the building is an ample lobby that provides direct access to all rooms on the main floor. On one side of the entrance is a lounge; on the other, the offices. The main feature is the combined gym-auditorium with its 58 by 78 ft. floor and its large stage with a 27-ft. proscenium opening.



BASEMENT PLAN

When used as an auditorium, this room will seat at least 700. Even when the folding bleachers are let down, it affords room for a standard basketball court. A property room and two dressing rooms are at one end of the stage, while a spiral stairway in one corner of the gym provides direct access to the shower rooms on the floor below.

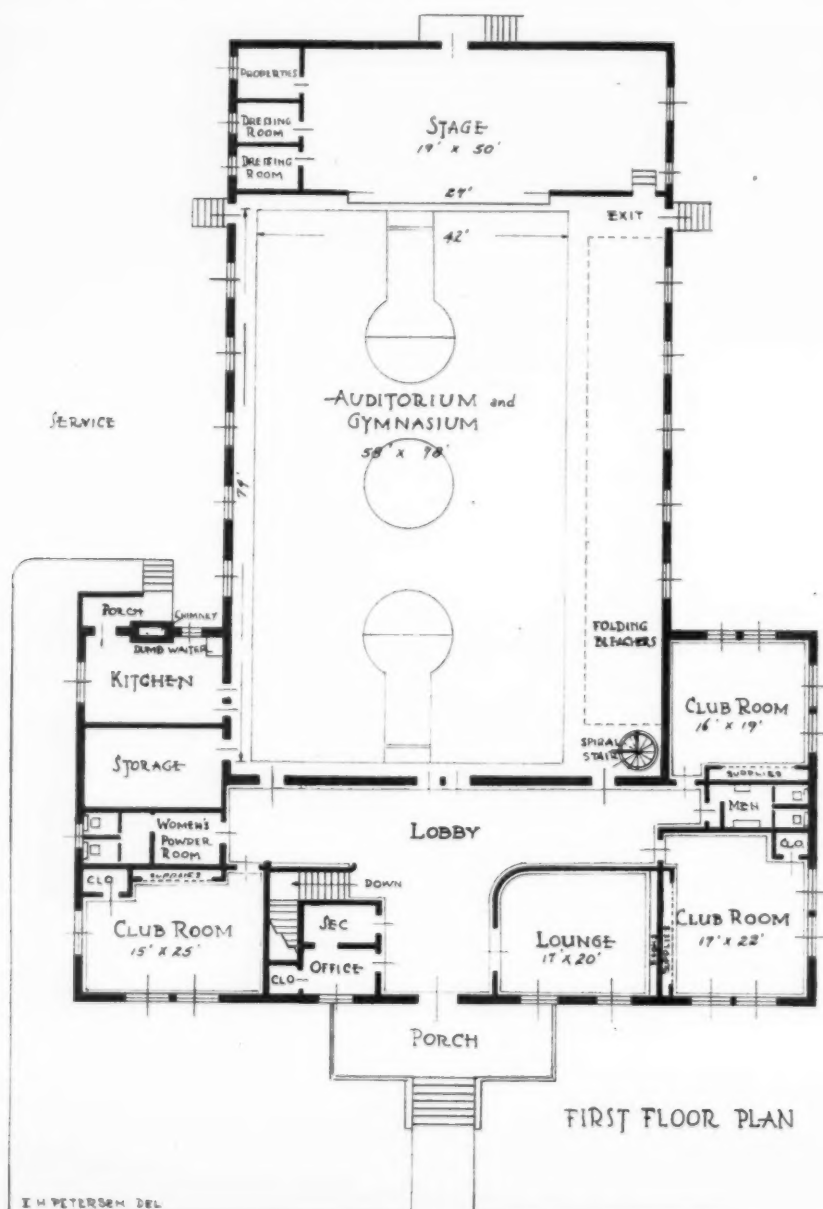
Other features on the main floor include three well-lighted corner club and meeting rooms, toilet rooms for men and women, and a storage room opening directly off the gym. A kitchen with a separate outside entrance also adjoins the gym and has a dumbwaiter to facilitate serving food in the social rec room below. A stairway in the lobby leads to the rooms on the lower floor.

The basement extends under a part of the building only and contains separate rooms for games, woodworking, crafts and social recreation. The social rec room is large enough to accommodate a considerable group and could be used for meetings, lectures and entertainments, as well as for social games and dancing.

In one corner of the room is a small platform for dance orchestras or impromptu entertainment. Space is available for storing chairs, tables and equipment, and all rooms are equipped with cupboards for storing supplies. At one end of the basement are separate locker and shower rooms for men and women located near the spiral stairs leading to the gym floor. The heater room alone has direct access to the out of doors from the basement.

The volume of this building is slightly more than 200,000 cubic feet. An unusually small amount of space is devoted to passageways.

These plans are not offered with the idea that any community will want to duplicate them, but because they illustrate sound principles in functional planning.



FIRST FLOOR PLAN



## ...So Thanks, Coach, for My Promotion

"Sure, I know, Coach. I won some of it in the muck and blood of Tarawa, and some at Saipan, and I got my sergeant's stripes the hard way here in training camps at home.

"But all the way through, I and a whale of a lot of other guys have learned how much we owe to the coaches, trainers, and directors of athletic teams and intramural sports all over America. We found it was much of what you gave, that forged us so amazingly fast into a great army of fighting men.

"You gave us the physical, and in large measure, the moral stamina to wage mighty

battles in war, and in the peace that is coming. You taught us how to be leaders, how to take responsibilities. You taught us discipline. You gave us courage . . ."

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## "THE BUILDING WAS ADEQUATE, BUT..."

By H. V. Porter

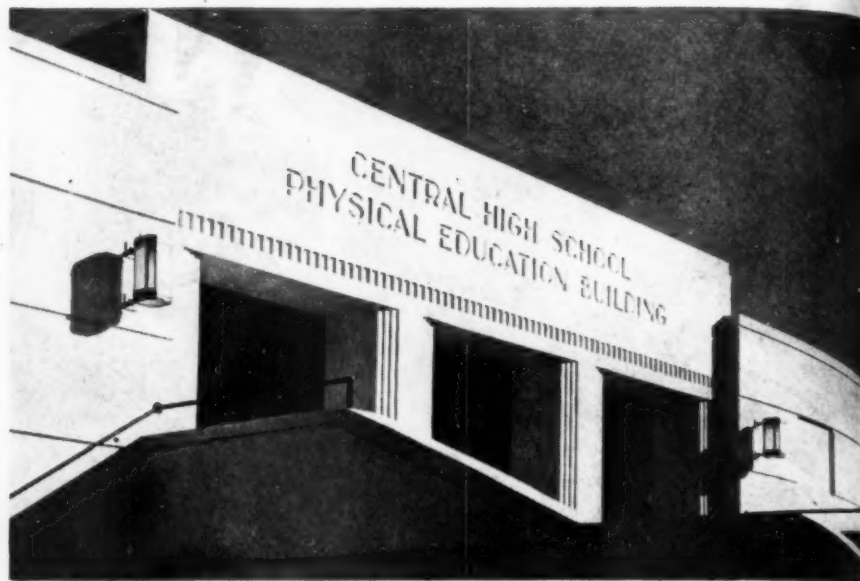
The additional cost for building sound gyms is negligible compared to the waste engendered by poorly planned plants

**Y**ESTERDAY, figuratively speaking, our small community built a high school gymnasium. There were those in the community who thought the modest-sized gym was too big—"large enough for Chicago, but not suitable for our village." It had a seating capacity of 800 and a standing capacity of 900. On the night of the first major contest, 1200 were packed in and many more were turned away.

The architect was one of the best, but it was his first gymnasium. The solid brick retaining wall in front of the balcony seats cut off the view of the near side of the court. The pillars that supported the roof cut off more of it. The ventilating system was such that when the floor was temperate, the seats were tropical and the air stale. The dressing and toilet rooms were in the cubby made by the sloping bleacher seats.

For a student population of several hundred (as well as for the spectators), there were three showers and five toilet seats, with a four-foot space between toilet booths and shower; along one side of this space were lockers to accommodate 20. The ventilation was a couple of degrees above zero. The apparatus room was a left-over with no opening except the door. The athletic director's room was at the other end of the school building.

The acoustics were such that when an instructor gave a command, it was batted from ceiling to end wall and back again with a dozen distorting echoes. When the band provided pre-game music they were



Xenia, Ohio, takes justifiable pride in its recreational center and fieldhouse, perhaps the biggest and best equipped community center in the Midwest. Under the bleachers on one side, as shown in the floor plans, are the team, equipment and visitors' quarters; on the other side are the stock room and girls' lockers. The basement is on ground level and has huge windows affording natural light.

crowded into a cramped gallery box which was later hung on the wall in one corner.

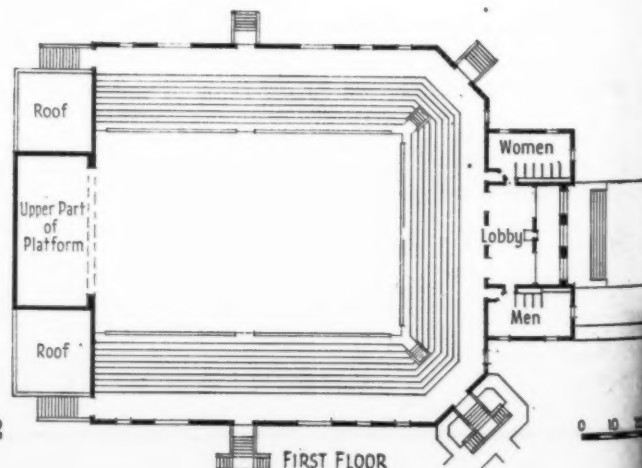
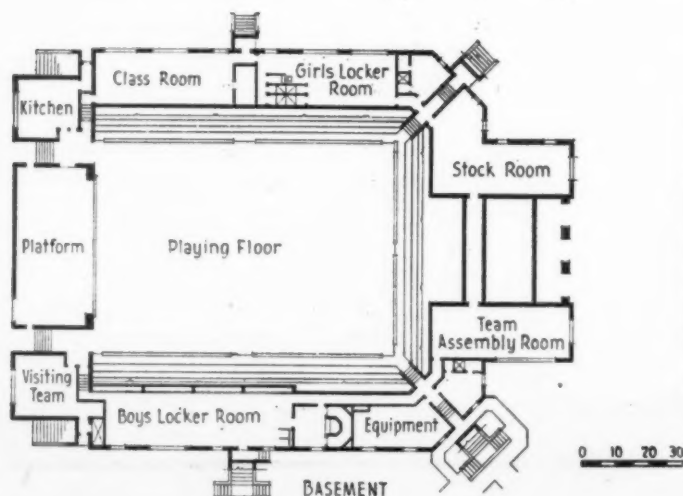
The rough brick end walls and a dozen sharp corners and angles, ripped the basketballs and other equipment faster than the athletic department could replace them. The basketball court was 70 feet long with a two-foot run-under space behind the end line. It was 39 feet wide with one sideline two feet from the brick wall.

If this were the only case of its kind, it wouldn't be worth writing about. It isn't. Yet, if the 20,000 high school gymnasiums were listed in the order of excellence of planning, ours

would rank well above the median—in fact, probably in the upper quartile.

Many excuses for this condition might be given. It might be claimed the available funds have not been sufficient to meet the need. But this is not a convincing argument. Many of the defects in gymnasium construction could have been corrected with very little or no extra cost.

In many other cases, the additional cost for producing a suitable building would have been negligible compared to the waste connected with a poorly planned and constructed building. The old alibi that  
(Concluded on page 38)



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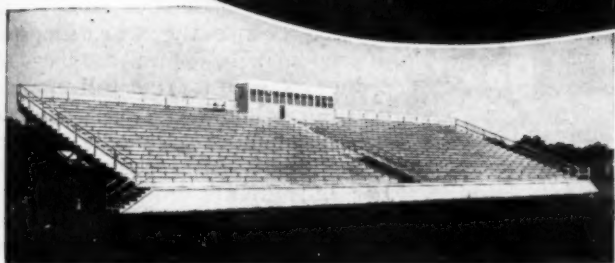
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# THE COMMUNITY SCHOOL AS A WAR MEMORIAL

By Caswell M. Miles

Caswell M. Miles, a member of the Public School Committee of the American Commission for Living War Memorials, is supervisor of physical education and recreation in the New York State Department of Education.

**T**HE American Commission for Living War Memorials has done a splendid job of stimulating public interest in the development of living war memorials. The idea of honoring our heroes through athletic fields, swimming pools, playgrounds, and recreation and physical fitness centers, has developed into a well-organized, nation-wide movement.

Public acceptance of the idea has not been confined to the United States. In Canada, a recent poll showed 89 percent of the people favoring such memorials.

The dedication of living memorials is particularly appropriate. In the years to come, they will help develop the kind of citizenship and community life for which our boys fought. The community school, planned to render such daily service, is one of the most appropriate of living war memorials.

The type of citizenship that has contributed so much to our democratic way of life, may be broken down as follows:

1. Physical fitness, which includes stamina, strength, motor skills and energy to meet the normal and, sometimes, emergency, demands of work and leisure.

2. Social fitness, which involves teamwork, sportsmanship, cooperation, initiative, leadership, courage, and the will to win.

3. Vocational efficiency, including technical skills, knowledge, ingenuity and willingness to work.

The greatness of a nation depends upon the individual and the quality of the family and community life in which he matures. Since a nation and its states are composed of communities, each community must do its share to develop the worthwhile characteristics of citizenship.

The nation and the states must aid the communities so that the job will be done effectively. Otherwise the welfare of all three will suffer.

The lack of physical fitness, as revealed by the war, illustrates the urgent need for memorials that will serve the individual, the family and the community. About 40 percent of the men examined for military service were rejected because of physical defects.

Another, perhaps even more vital, fact is that the physical fitness of those inducted was so poor that long periods of basic training were required before the men could be subjected to the rigorous technical training required for modern warfare.

Such physical weakness jeopardizes the safety of the nation. It also strikes at the foundation of the well-being, success and happiness of the individual and the community. Memorials that build the right kind of physical fitness will also contribute to social and vocational efficiency.

The community school will aid in achieving such ends.

The community school will hard-



ly resemble the little red schoolhouse. Lyman Bryson in the editor's foreword to *Planning the Community School* by Engelhardt and Engelhardt (American Book Co.), says:

"It may not be long before there will be no such thing as a 'school building' anywhere. Perhaps there will not be 'public libraries' either. There will be public buildings, equipped for all the educational, recreational and cultural pursuits of all citizens of all ages."

If the school plant is to serve the community, it must be planned and used so that it pays the maximum in educational and social dividends. It must contribute to the welfare of the individual and to his right to life, liberty and the pursuit of happiness.

These are ideals which men and women are fighting for in this war.

The most fitting tribute to the kind of citizenship and community life for which our boys are fighting.

If the people in our communities are equally willing to work for these ideals, the next peace will be more enduring and the ideals will be more fully realized.

We should be willing to depart from tradition and plan the kind of community school which will be needed in the postwar period.

Consider, for example, the various changes which electric power can make in our way of life. This continent, with less than 15 percent of the waterpower resources of the globe, has developed more hydroelectric energy than the rest of the world combined! Yet only one-fifth of our potential power has been tapped.

The success of the T.V.A. has been so marked that the Missouri Valley and other authorities are now being planned. With the increased development of such power, we will become a nation of button pushers, thus providing more leisure. We must be educated to use this leisure properly to maintain our fitness and enrich our life.

Even before the war, the speed of modern life and modern machines exacted a great toll in muscle and nerve stability. In many states, the number of college students is only slightly greater than the number of patients in mental institutions. In fact, about half the beds in hospitals are occupied by nervous or emotional cases.

Dr. Thomas C. Rennie, associate professor of psychiatry at the Cornell University Medical College and head of the special mental hygiene service for the veterans at the New York Hospital, reported last month that:

1. Nearly 45% of disability discharges from the armed forces are for neuropsychiatric reasons, constituting the largest medical discharge group.

2. More than 300,000 men have been discharged to date on account of mental or nervous disorders.

3. It is estimated that 200,000 men will be discharged annually for this reason.

In addition to ferreting out some alarming facts about the poor physical fitness of men in service, our military has taken several effective steps to ameliorate the condition.

Lt. Col. Howard C. Rush, chief of the convalescent-rehabilitation program of the Army Air Forces, has made several interesting reports

(Concluded on page 22)



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(Continued from page 20)

on the values of exercise and other physical activities in the treatment of Air Force hospital patients.

The men take these exercises and activities within two or three days after entering the hospital or as soon as their fever subsides. The vigor of the exercises is gradually increased until the men can take a ten-mile hike prior to their discharge.

This new convalescent-rehabilitation program has sped the men out of the hospitals in half the time previously required. It has proved so successful that part of the program is being adopted by modern civilian hospitals.

If physical fitness activities are proving so effective in such programs, it stands to reason that much more can be done in the development and maintenance of physical fitness in civilian life.

Consider the enormous returns which the individual, the community and the family can obtain through athletic fields, courts, pools, auditoriums, shops, music rooms, special activities' rooms, club rooms and other facilities, where these facilities are included in the school plant and trained personnel are on hand to instruct and supervise.

### Plan for community school

The plan for the community school should include the following:

1. An auditorium adapted to school and community drama and music groups.
2. Shops for technical training and for hobby groups who wish to create for the joy of creating.
3. Music and art rooms to develop an appreciation for these arts.
4. Home-making laboratories for basic training in home making, as well as for opportunities to learn to prepare food for picnics, hikes and camping.
5. Gymnasiums to develop and maintain the physical fitness of pupils, out-of-school youth and adults in the community, and for athletic games, recreational evenings and other events which develop and maintain social fitness.
6. Athletic fields for football, baseball, softball, soccer, and other games that satisfy our highly developed competitive instinct.
7. Outdoor court areas for tennis, handball, volleyball and badminton, which are suitable for various age groups.
8. Play areas for small children, including sand boxes, wading pools, and equipment for nursery, kindergarten and elementary age groups.
9. Special rooms for meetings,



forums and club groups, which can also be used for various recreation and intramural group activities.

10. Auxiliary "corrective" gymnasiums and special activity rooms for those requiring such additional training and which may be used by scout and other youth groups.

11. Swimming pools for instruction in swimming and water safety for pupils, out-of-school youth and adults. Pools are now being constructed with movable sides or roofs for use during summer months.

12. Parking areas, picnic grounds, natural theatres, archery range, and other areas that will round out the community school program.

There are many timid souls who think the community school cannot provide such facilities. The answer is simple—just look at the communities who have already done so.

We toss billions around with careless abandon for some things. Yet the annual expenditure of the nation for education from kindergarten through college totals only three billion dollars.

### Sports interest

Look at the public interest in sports. On New Year's Day, nearly 250,000 fans crowded the five bowls to see ten teams play football. Radio polls for 1944 showed baseball and football tops in listening interest, with 30 and 31 million listeners, respectively. Variety programs, which were runner-up, rated only 16 million listeners.

Yes, sports and games have a deep and abiding appeal. But there are countless thousands of boys who have never had an opportunity to be on a team.

New York State, which has a high ranking for physical education and athletic programs, has made several careful studies of athletic competition. A study in 1937-38, a typical year, revealed some startling facts about the limited opportunities of boys in grades 9-12 to engage in

interschool or intramural sports. The study showed that:

1. 58% of the boys in 748 up-state high schools engaged in no interschool sport and 35% engaged in no intramural sport.
2. 95% of the boys in New York City high schools engaged in no interschool sport.
3. Only 11% of the boys engaged in three intramural sports.

### Goal to shoot at

Since inadequate facilities are the most serious bottleneck to the development of adequate physical education and recreation programs, here is a goal to shoot at:

1. Provide indoor and outdoor gyms, pools, fields and courts which are adequate for interschool competition by 30% of the boys and for intramural competition by 70% each sports season.
2. Provide a similar degree of adequacy for high school girls and the pupils in elementary school.
3. Then plan, construct and operate these facilities so that they serve the pupils during the day and the out-of-school youth and adults in the evening all twelve months of the year.

Where will the funds come from? The Council of State Governments reports that reserves in the treasuries of several states come to three billion dollars. New York State has already set aside 163 millions for postwar construction and rehabilitation. The fund will be increased next fiscal year by another 150 million.

The national income is 150 billion dollars. The question resolves into the allocation of funds. A wide-awake community can get what it wants. The strong appeal of the living war memorial helps arouse public support. This is a cause worth fighting for.

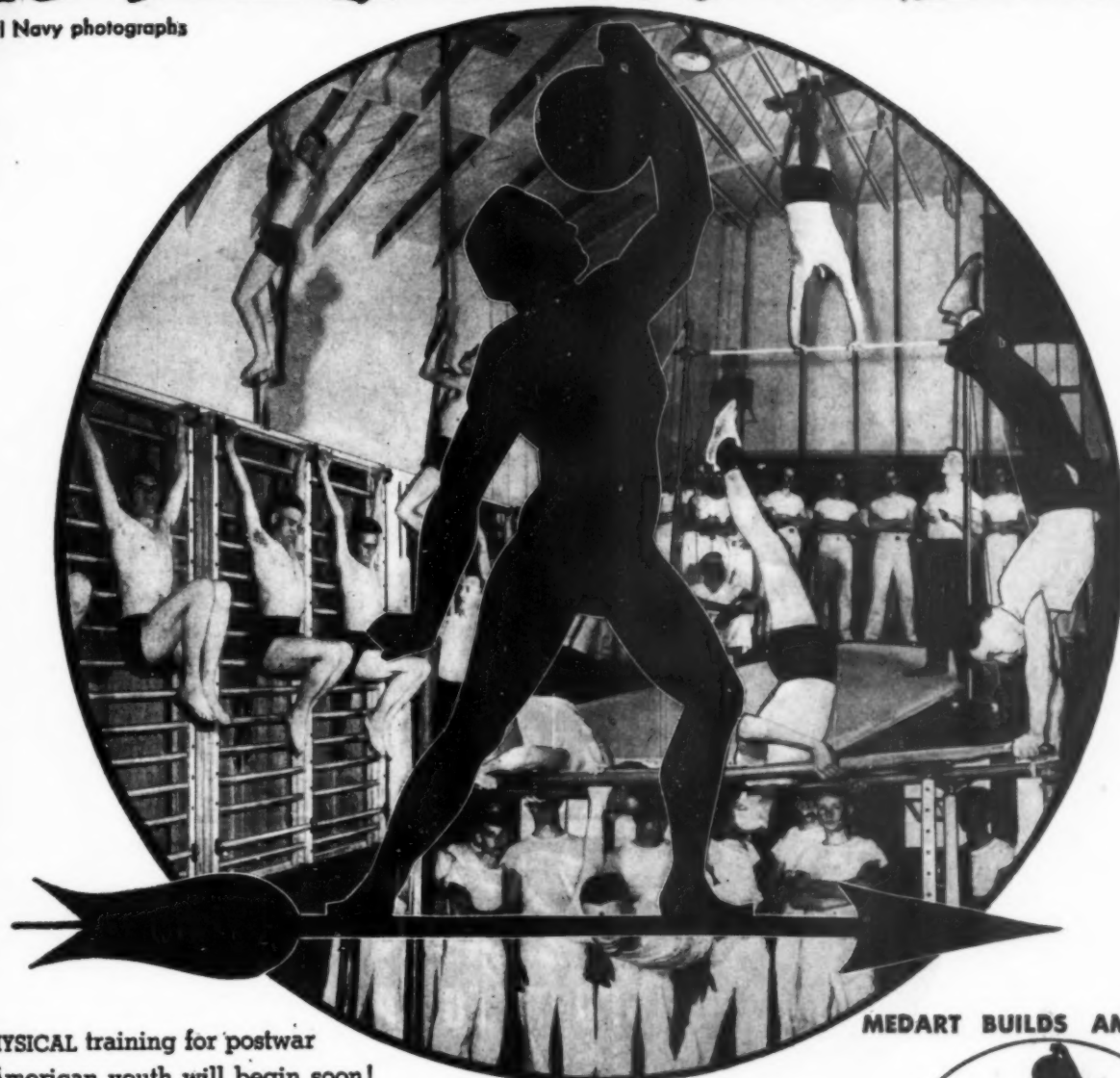
Remember, in all your planning, think in terms of installations that will benefit everybody—community and school alike.



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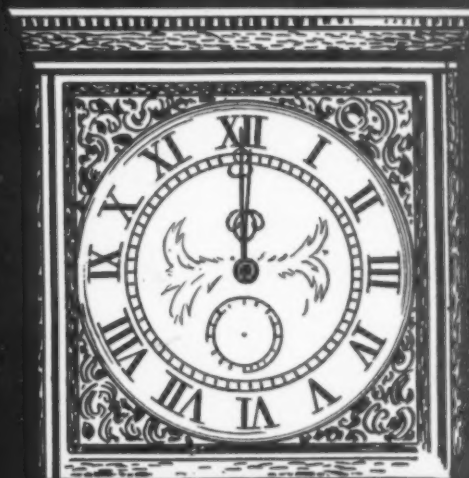


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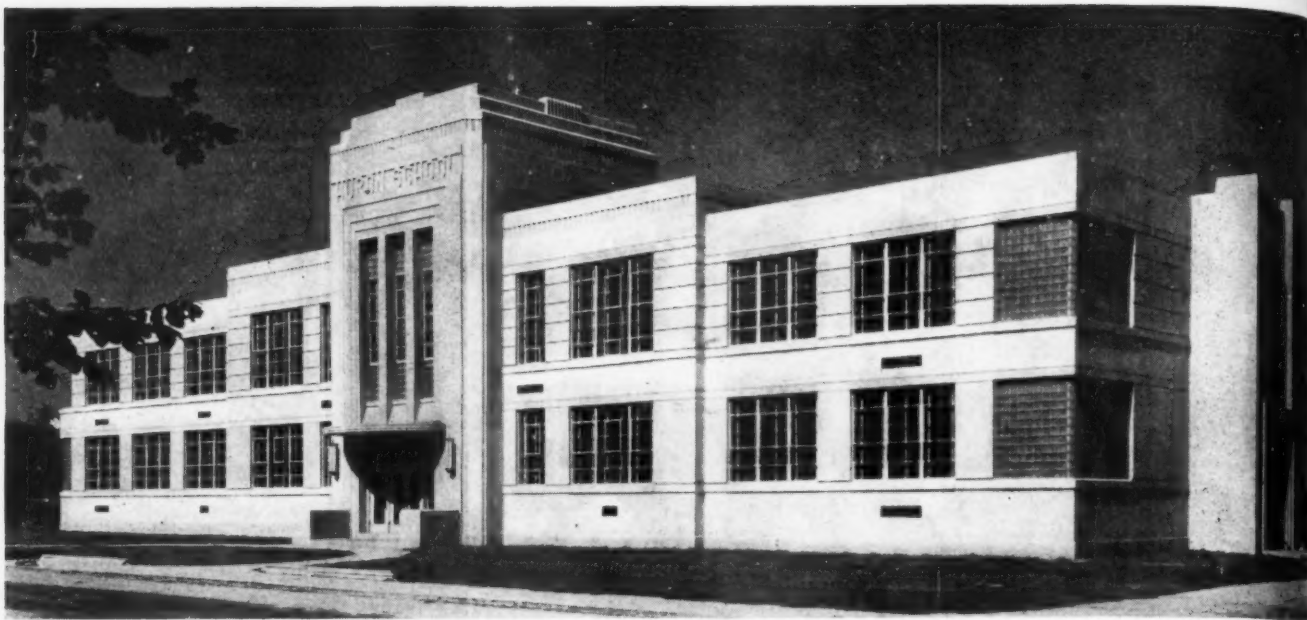


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## HURON'S GYM-AUDITORIUM

by R. L. McCormick

R. L. McCormick is executive head of the Huron, Ohio, Public Schools. The grade-high school building he describes was designed by Harold Parker, architect.

**T**HE tremendous strides made the past few years in concrete design and construction are clearly manifest in the big, beautiful school that is Huron, Ohio's pride and joy.

The Huron plant is a combination grade and high school, organized on the six-six plan, with an enrollment of 500. The building was built to serve both the school and the community, since it is the policy of the Board of Education to cooperate with the community in sponsoring such programs as lectures, plays, musicals, athletic contests, banquets and educational films.

The more the building is properly used, the happier is the Board. Unlike many unenlightened boards, it knows that buildings become obsolete before they wear out.

To conserve space, the gymnasium and auditorium are combined, the gym floor serving as the stage of the auditorium. Huge curtains that slide over the rear of the stage area conceal the larger portion of the gym when the auditorium is used for plays or public meetings.

The auditorium and gym divide the two units of the school (grade and high) and are easily accessible to both. We are very well satisfied with the combination gym-auditorium. If we had to do it over again, we would use the same arrangement.

We have overcome most of the objections to this type layout by making our stage large enough to run our regular gym work back of the curtains, thus making it unnecessary to disturb stage settings, except for school games.

This layout also enables us to install folding bleachers on the far wall opposite the auditorium seats. We are thus able to satisfy two types of customers, those who like to sit in comfortable seats to observe

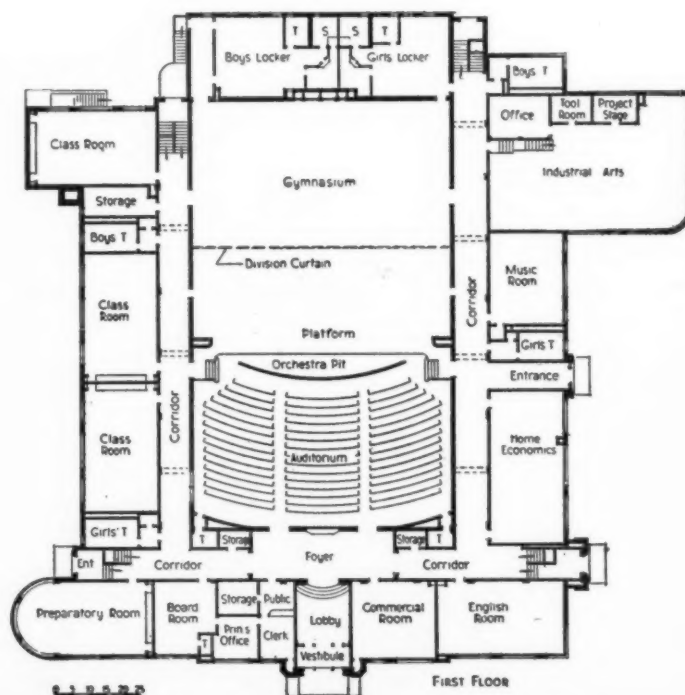
games and those who prefer close-range view to comfort.

Six hundred spectators may be accommodated in the auditorium and an additional 500 on stage.

Since the roof of the gym-auditorium has a long span, it was originally intended to use steel trusses. But the war changed our plans. The alternative was to construct a series of six reinforced concrete barrel shells over this area.

As frequently happens, the alternative roof design proved more advantageous than the original. Over the gym area, the roof barrels are exposed except for the acoustical

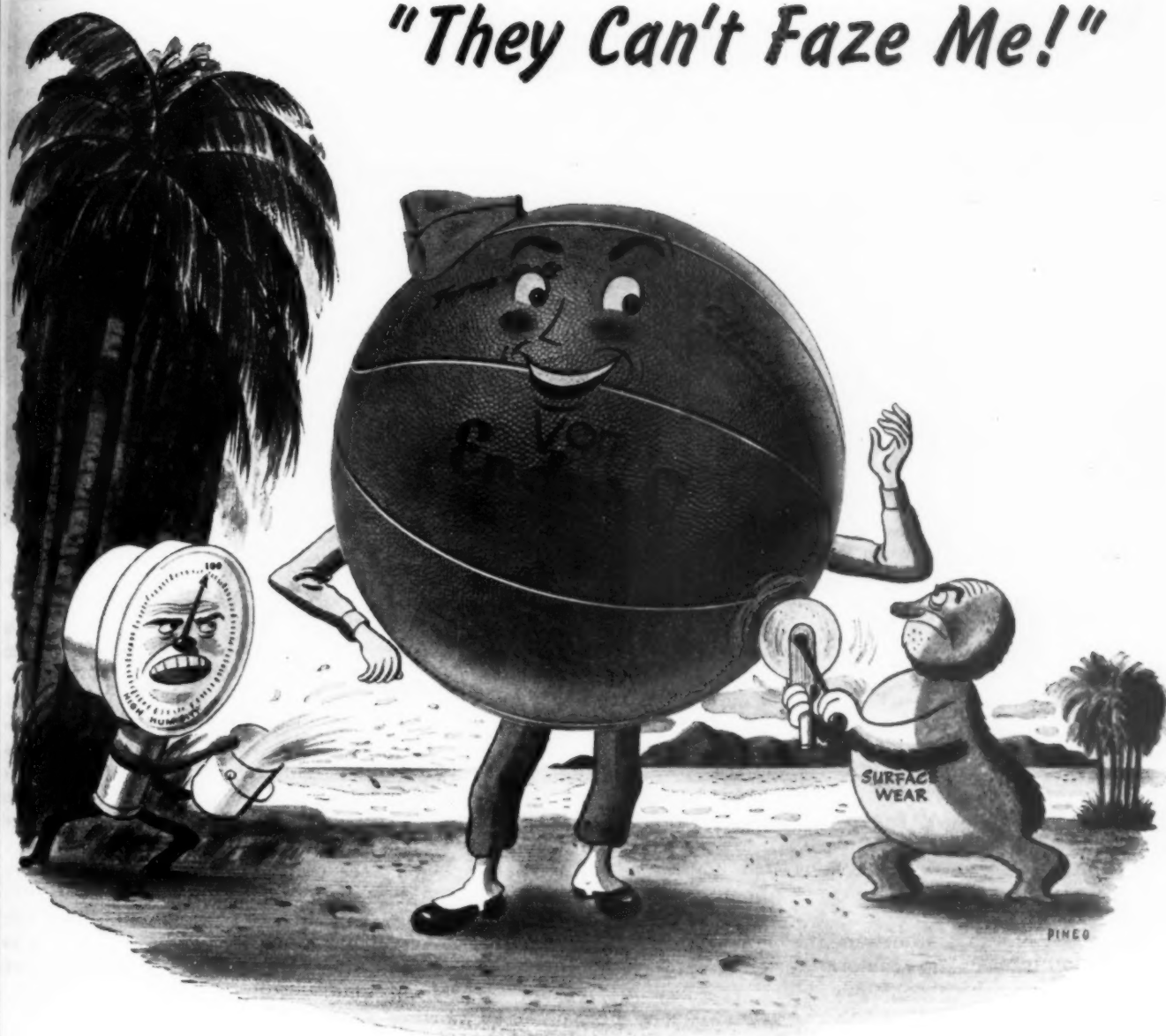
(Concluded on page 28)



Layout of the first floor level of the Huron grade-high school, showing the excellent possibilities offered by its combination gym-auditorium.



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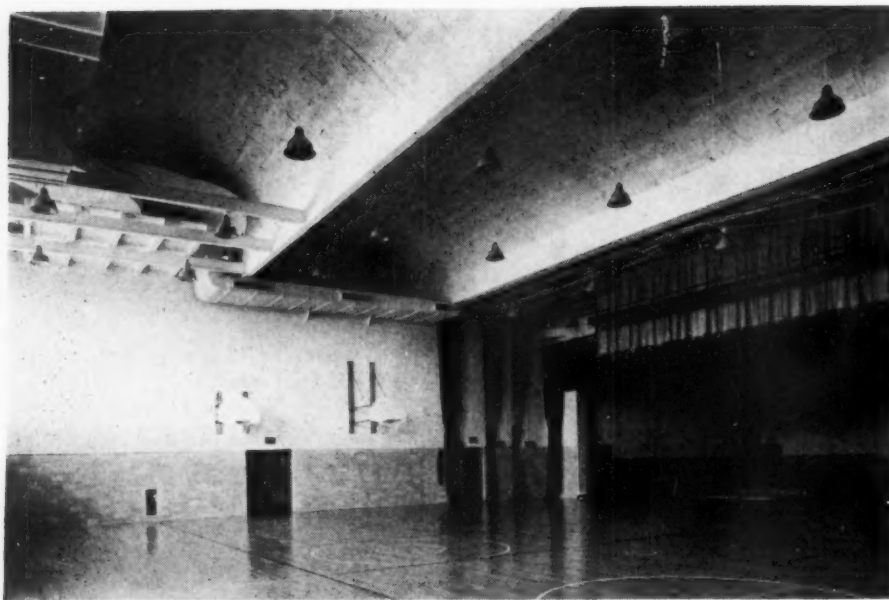
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**Cross-section of gym:** Note the handsome barrel shells that make up the roof and the heavy curtains which, when lowered, screen off the larger part of the gym.

## Gym-Auditorium

(Continued from page 26)

lining which was cast with the concrete.

Over the auditorium is a suspended ceiling with a series of coves concealing the source of various colored fluorescent lights. It is possible to light the auditorium proper with soft, colored lights or with brilliant incandescent illumination, or a combination of both.

The walls of the auditorium are finished with acoustic materials. Drop lamps over the gym floor provide equal illumination over the entire floor but completely eliminate glare for the spectators who sit in the elevated auditorium seats at indoor games.

The girls' and boys' locker rooms are directly behind the stage and are spacious and well lighted. The locker rooms were planned so that part of the day they would be flooded with sunlight. Even the gang shower room is equipped with windows that permit sunshine to enter. This helps combat athlete's foot.

The boys' locker room also has an outside door leading directly to the athletic field. This saves appreciable wear and tear on the floors, since it eliminates the wearing of cleated shoes around the building.

During the construction period of the building, which was unduly long due to the war and the difficulty in obtaining materials and labor, many of the townspeople regretted their choice of concrete as a building material.

At various stages of construction, a concrete building does not appear

very promising to people unacquainted with forms and freshly stripped and uncleaned walls. And this feeling was not dissipated by the fact that after the walls were up the building remained without a roof so long that wheat grew luxuriously in the gym.

But as the structure was roofed over and the walls were cleaned and finished with first a white and then an ivory coat of portland cement paint, the effectiveness of the building began to reveal itself and the townsfolk's enthusiasm returned in greater force than ever.

The building is fairly regular in plan except for the shop portion which extends from the rear right

side to provide three-sided natural illumination.

An unusual feature of the building is the window sills, which were cast after the walls and were separated from the walls by an asphalt bond-break. The intention was to prevent cracking of the sills over the control joints, because it was the architects' wish not to carry the control joints up through the sills.

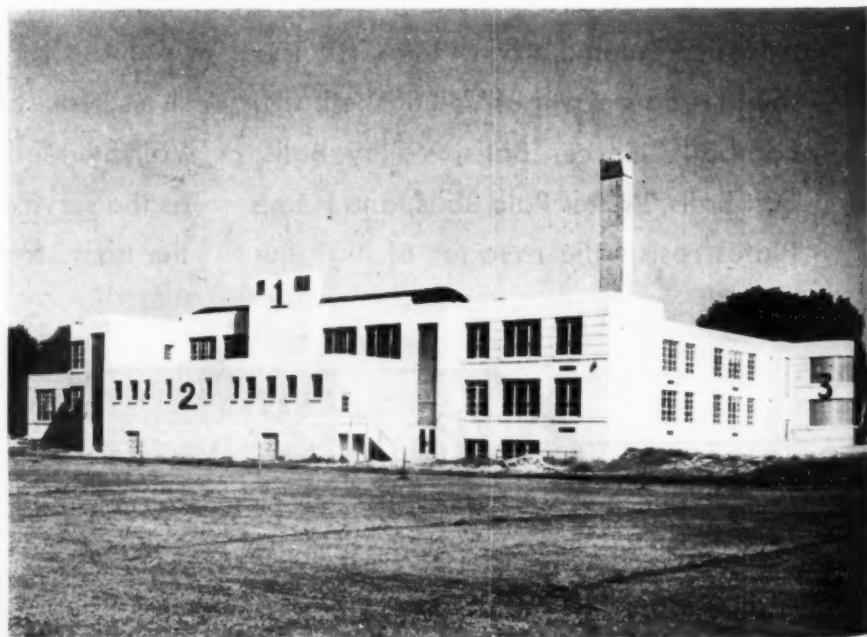
The sills have not cracked, and this separation by a layer of asphalt seems to be working as anticipated. Control joints are located at frequent but not regular intervals, determined by the architectural design.

Floors of the building are pan joist construction, finished throughout with rubber tile. Some of the rooms have concrete masonry partitions which are exposed and painted.

As a type of school construction, the Huron building is the object of much interest all over the northern part of the state. The writer spent an entire summer showing the building to countless visitors. The vicissitudes encountered in its planning and construction made its opening in 1943 a memorable occasion.

The American Legion in Huron is now backing a movement to build a recreational building as a living memorial to our servicemen. It is planned to equip this building with a wide variety of recreational activities. But it will not embrace an auditorium or gym, since the school serves the community adequately in this respect.

**Rear view:** Note (1) the ventilating ducts; (2) windows that flood the locker rooms with sunshine; (3) the attractive possibilities offered by glass brick.



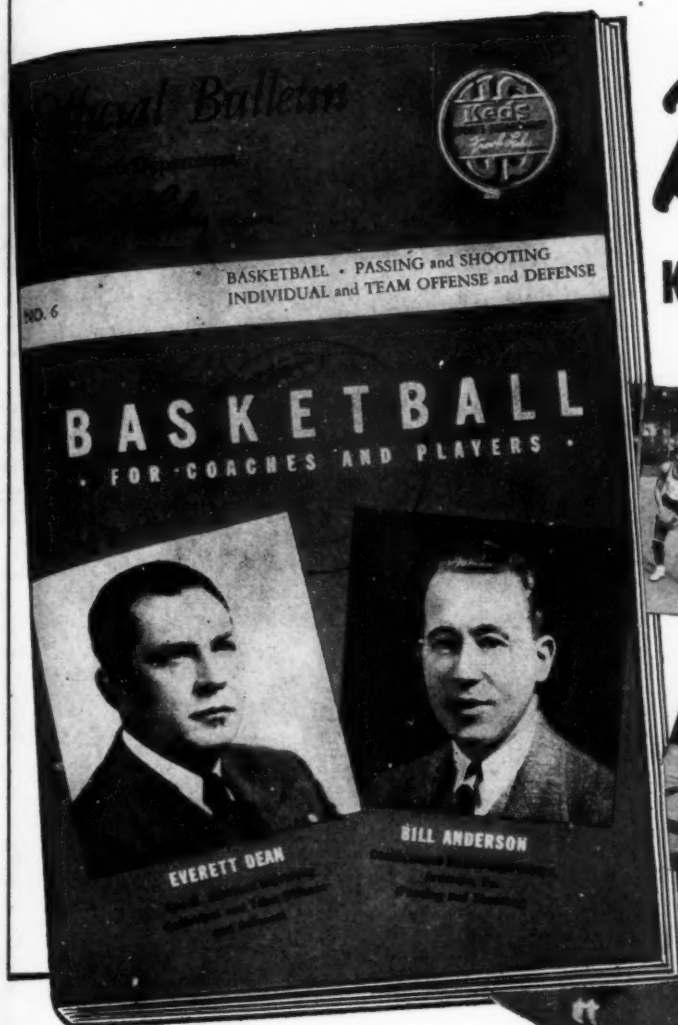


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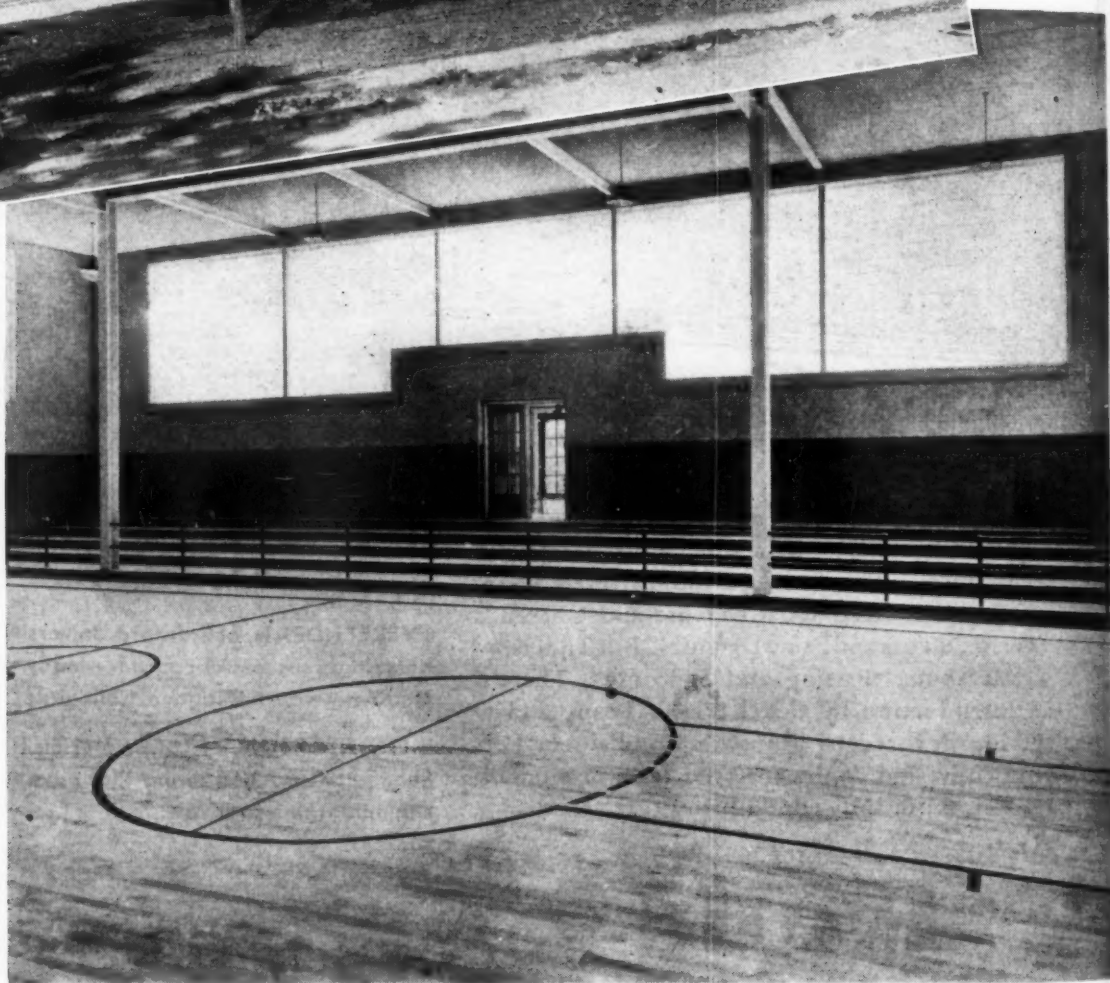
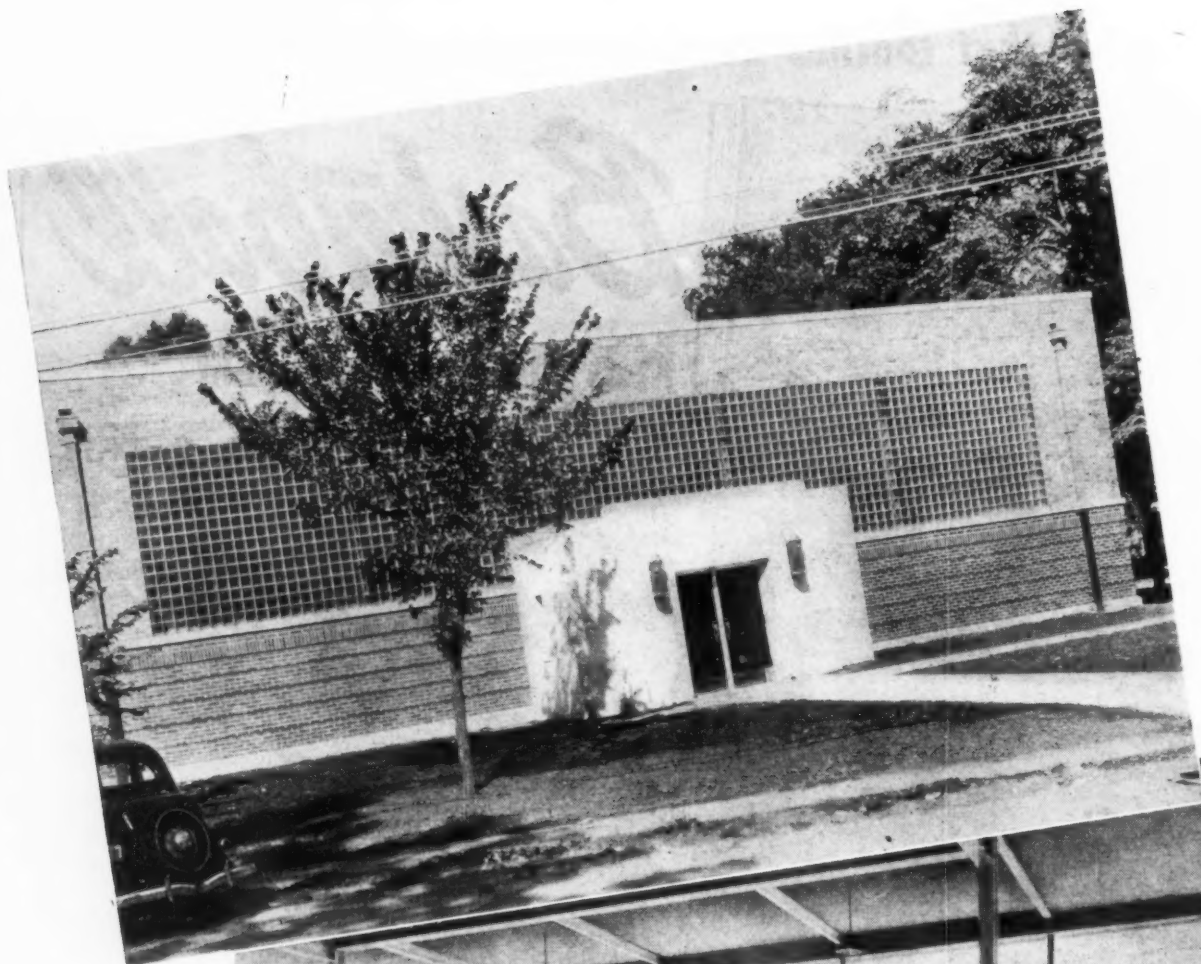
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**SUNSHINE IN THE GYM:** People who live in glass-block houses may play games under very comfortable conditions, indeed. One look at the Arnolds Park, Iowa, School gym will show you how come. The glass blocks refract light very neatly, flooding the interior with natural daylight. In this particular layout 2,300

eight-inch glass blocks went into the handsome wall-window effect. This type of material is being used more and more in school buildings for both functional and ornamental purposes. For another illustration of its use, see R. L. McCormick's article, "Huron's Gym-Auditorium," on page 26.

# A NAME TO REMEMBER FOR QUALITY AND SERVICE

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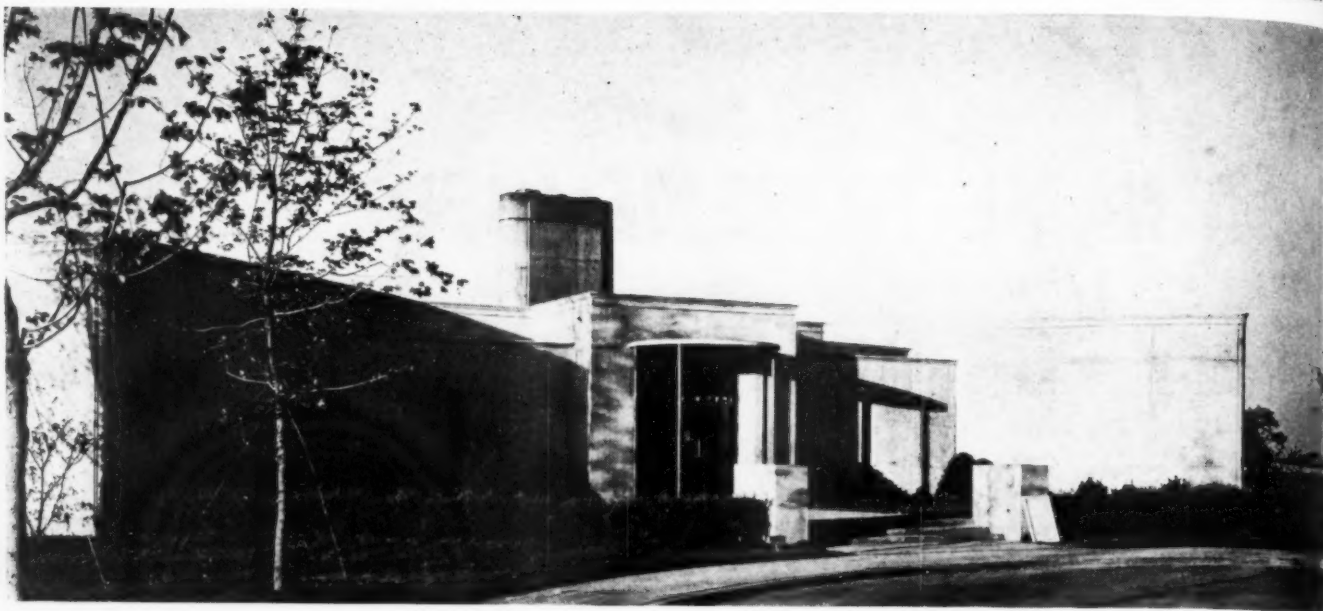
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## A "CONCRETE" IDEA

by James H. Ticknor

**S**MALL, industrial communities wondering what to do about their lack of social, recreational and educational facilities may borrow inspiration from Oglesby, Ill., a little town along the Illinois River.

When Oglesby felt pinched for fun-and-health facilities, it didn't wonder—it acted. It built a community recreation center that towns triple its size would be proud to call their own.

The Oglesby recreation center contains: a bowling alley room with six alleys; a study room and lounge; a 20 by 60 ft. swimming pool; men's and women's locker, shower and toilet rooms for use both in connection with the indoor pool and outdoor activities; and a voca-

tional room where the use of machines and tools is taught the younger generation and where mechanically minded elders may indulge in their hobbies.

A V-shape plan was selected as best suited for well-oriented rooms and to give a symmetrical facade with axis on the main street approaching the grounds; while a low-lying building fitted into the topography of the site.

It was also felt that a symmetrical plan would be more economical, due to the similarity of the several parts. Since the two halves of the building on either side of the north-south axis are identical for the most part, it enabled the moving and reuse of concrete forms intact.

The ready availability of all concrete materials in the vicinity of Oglesby indicated that concrete was the "native" material.

This material seemed to be especially adaptable to the design in

mind and to the use to which the building was to be put. Hence the decision to use concrete and other portland-cement materials widely throughout the building was a logical decision.

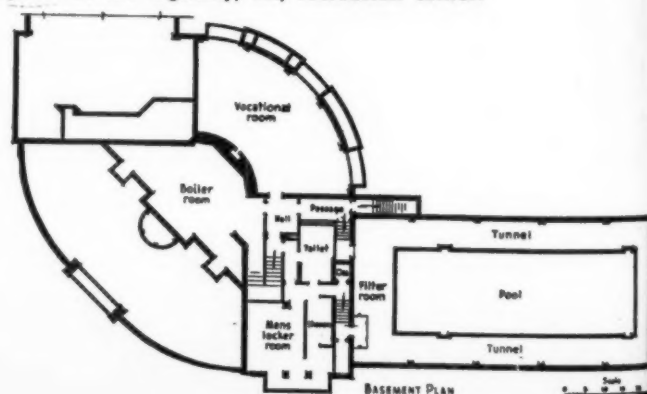
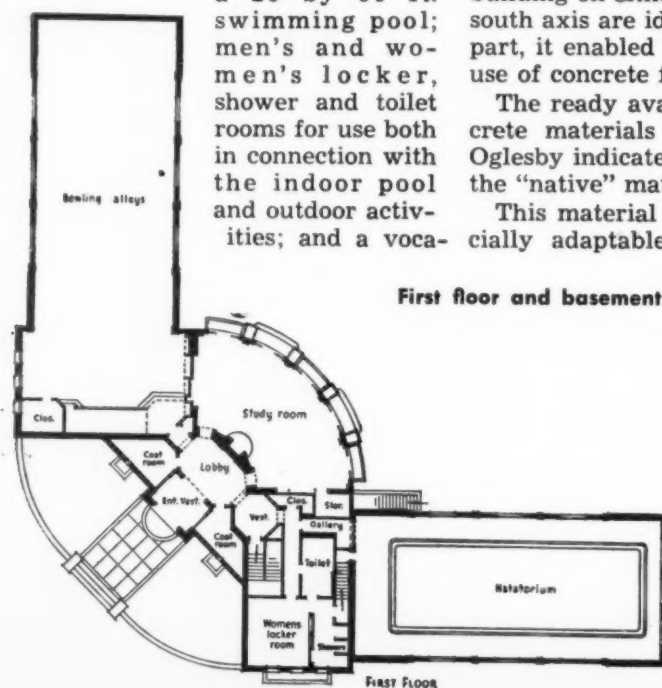
Foundations, exterior walls, many interior walls, floors and roofs, stairs and swimming pool are of cast-in-place reinforced concrete. Interior partitions are of lightweight aggregate concrete masonry, which is also used for furring the exterior walls. Lightweight aggregate concrete is used on top of structural roof slab for insulation.

All exterior concrete surfaces and for the most part interior concrete and masonry surfaces have been left with natural finish. Exterior and interior paneled wall treatments, cornices, moldings and other architectural decorations were all executed with mill-run wood members incorporated in the plywood forms.

Concrete in the rigid frames supporting the roofs over bowling alleys and the swimming pool was placed up to a horizontal construction joint in the haunch, then the

(Concluded on page 34)

First floor and basement layouts of the Oglesby, Ill., recreation center.





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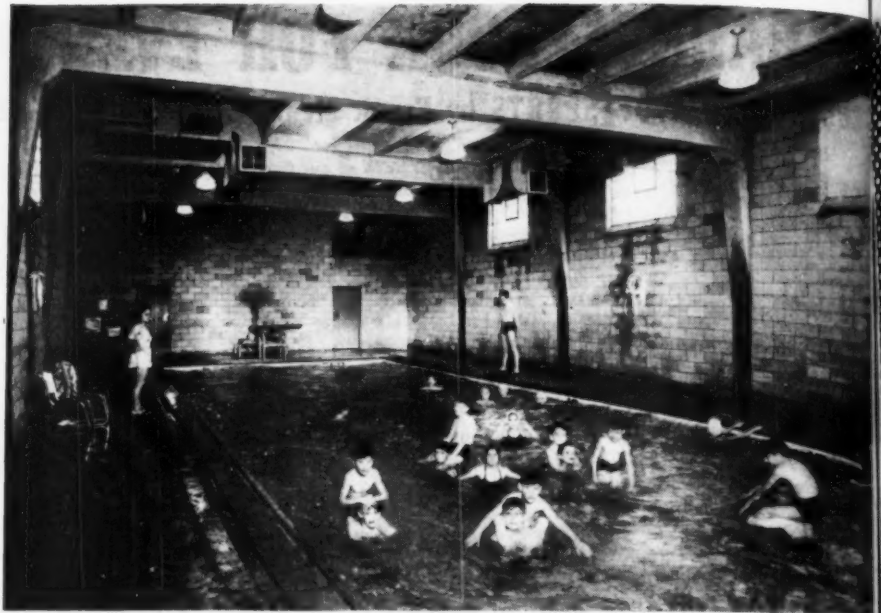
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Roofs over bowling alleys and swimming pool are supported by concrete rigid frames.

## A "Concrete" Idea

(Continued from page 32)

roof girders, beams and slabs were formed and placed in one operation.

The intermediate six-inch thick rusticated walls between frames were later built as curtain walls, the rustications being formed by nailing beveled wood strips on the inside of the plywood forms. Rustications have served adequately and properly as control joints.

The fact that heating loads for the building itself and for heating water for swimming pool and showers were approximately equal, made possible the use of two boilers, thus permitting the use of the low chimney, essential to the success of the exterior design. The boilers are used

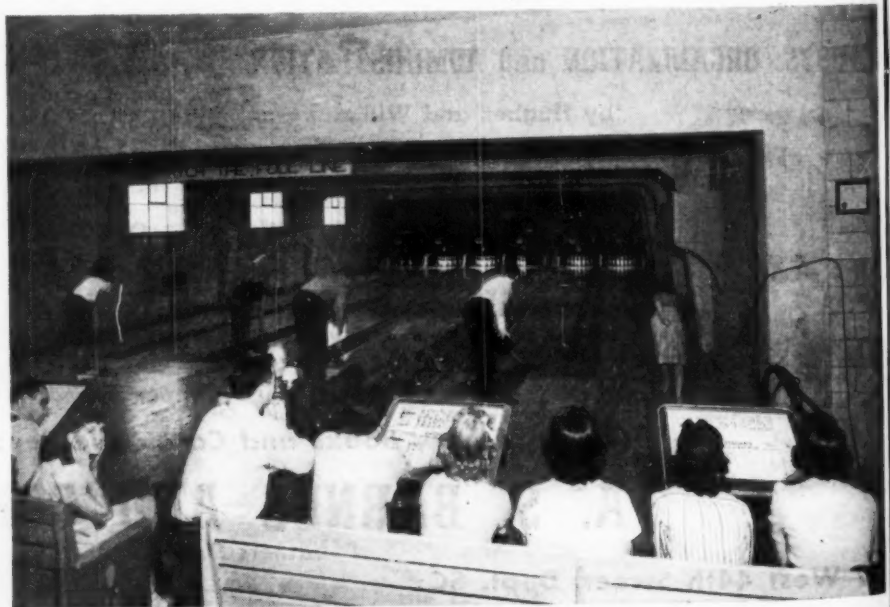
together or separately according to heating requirements.

The success of the building is evidenced by the number of Oglesby citizens of all ages who have availed themselves of the facilities to an extent that has far surpassed the expectations of the donors—the Theodore G. Dickinson Foundation.

The method of securing funds for the maintenance of a building is frequently but not necessarily determined by the method by which funds were secured for its construction. Where construction has been financed from public tax funds, responsibility for current financing is usually assumed by the local government.

The author is a member of Anderson & Ticknor, architects, Lake Forest, Ill. His article is reprinted, with permission, from *Architectural Concrete*.

As you'd expect, these six beautiful bowling alleys are in almost constant use.





# Esquire is doing things in SPORTS

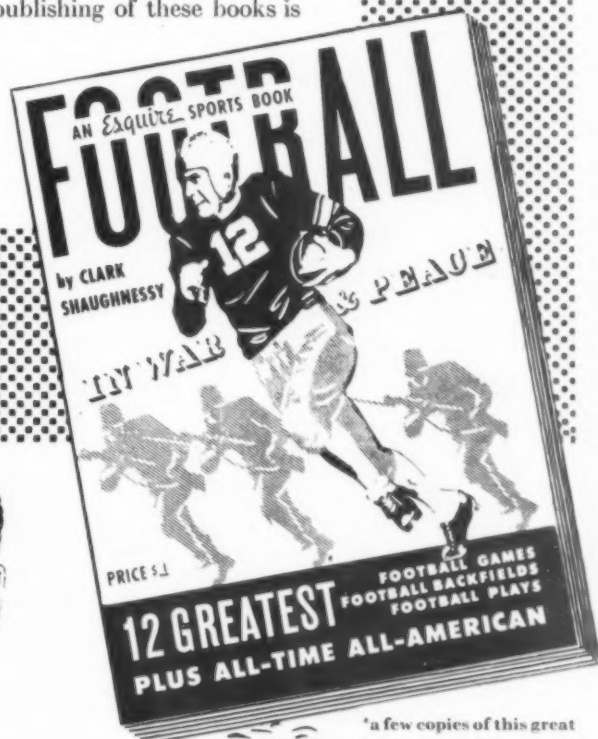
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\*a few copies of this great book are still available at \$1 each for those who missed it.

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Esquire

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## Light in Saginaw

(Continued from page 11)

School. A dinner sponsored jointly by the Pontiac Chamber of Commerce and the Elks Club was held in the Elks Temple on January 12, 1944. Its purpose was threefold: to honor the Pontiac team for winning the Valley Championship, to explain the project and to whip up enthusiasm for a \$50,000 drive. The project was planned as a living war memorial to the men and women of Pontiac who have served in the Second World War.

Since Pontiac was lacking in many adequate facilities for recreation and athletic programs, it was possible, after personal inspections by Mr. P. C. DuBorg, of the W.P.B. of Detroit, and other governmental agencies, to obtain adequate priorities and allocation of materials under war-time restrictions. As of that date, this is the only project of this type in the country with the W.P.B. stamp of approval.

It was estimated that the whole program would cost \$50,000, and the following things could be built: Two practice football fields; one clay-sodded playing field lighted for night football; one baseball diamond for city league and school games; one concrete stadium seating 2,500 with showers, lockers, ticket room, public toilets; a quarter-mile track; and one portable wooden bleacher section seating 2,500.

Up to October 11, 1944, the Chamber of Commerce has turned over \$51,227.25 to the treasurer of the Board of Education. At that time, there was still \$755 of outstanding pledges. Individuals and corporations were generous. Gifts ranged from the \$20,000 of the Manufacturers Association to the pennies contributed by school children. Clubs and organizations turned in liberal sums. The parochial schools, who also use these facilities, contributed generously.

In addition to the cash contributions, approximately \$2,000 worth of professional services and labor

## SCHOLASTIC COACH

were donated. The boiler, hot water tank and most of the radiators and hot and cold water lines were furnished by the Board of Education out of stock and salvage.

After the work was completed, it was found that the total cost was \$57,762.06, representing approximately a \$6,500 difference between the donations and the total expense. This problem was solved by contributing all receipts from the first home game to the project. General admission for the first home game was \$1. In addition, over one thousand \$5 admission tickets were sold in advance. The total receipts came to \$6,058.40; so after the first home game the project was completely paid for.

Pontiac played four other home games in 1944. On each occasion, it took in more money than it had in the whole previous seasons. In other words, the floodlights have been responsible for a 500% jump in attendance.

The Pontiac lighting unit is a standard high intensity job, using five poles on each side of the field. The three center poles on both sides each have six floodlights and the four end poles have four floodlights each, making a total of fifty-two 1,500-watt lamps. The poles are set twenty feet back from the sidelines.

The field is lighted to a uniform foot-candle, reading from six to eight-foot candles at every point on the field. These readings will carry out the full twenty feet beyond the sidelines and thirty to forty feet beyond the end zones. The light intensity is greater than that of many class rooms where children are reading fine print.

The cost of operation is not centered in the current consumption; this is a minor item. There are approximately \$325 worth of lamps on a field, and it is recommended that you operate them at ten percent over-voltage. This will give you an increase of about thirty-five percent in brightness for only a small increase in the cost of operation. It is a wise idea to replace your lamps every year. This is the greatest expense involved in night football.

## NIGHT FOOTBALL PICTURE IN SAGINAW VALLEY

School	Population of City	School Enrollment	Attend. before lights	Attend. after lights	Wattage	Year Installed
Bay City	50,000	1,500	2800	4600	135,000	1941
Flint Central	160,000	2,800	2500	4500	125,000	1940
Flint Northern	160,000	1,900	1800	4000	125,000	1940
Owosso	15,000	925	800	2500	81,000	1937
Pontiac	75,000	1,750	2000	6000	80,000	1944
Saginaw Arthur Hill	85,000	1,600	800	3500	90,000	1943
Saginaw	85,000	1,400	1000	3000	96,000	1944

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No finer tribute for those who have made the supreme sacrifice could be conceived or dedicated.

Sports loving American youth (for generations to come) may enjoy these privileges as they forget the "sandlots" and sidewalks of city streets and participate in a healthier, a happier and a safer sport, building physical fitness through facilities such as these in every school and college and community the country over.

For those they honor and for their sacrifice new generations may find the fitness, the health and the strength to protect the ideals for which they fought.



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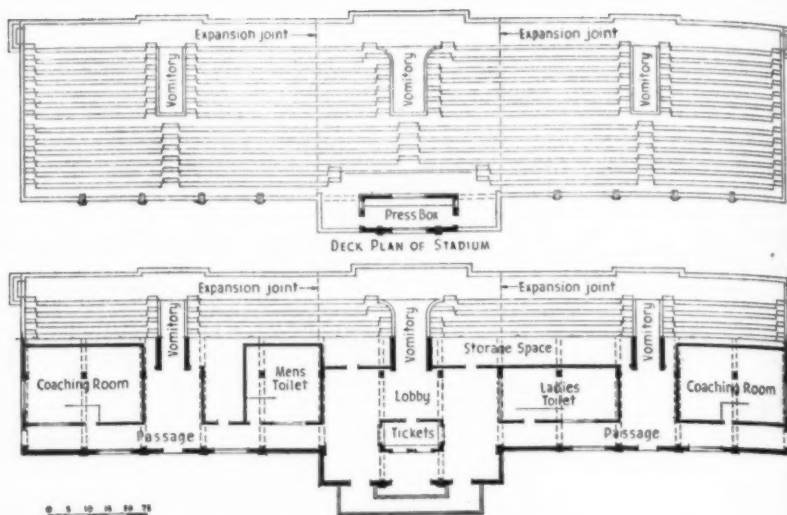
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A WAR CASUALTY

#### WHAT HAS HAPPENED TO PYRA-SEAL?

The synthetic resins and vegetable oils of the types used in the manufacture of PYRA-SEAL and similar pre-war gymnasium floor seals are needed for war production. Restricted under government order. No longer available for manufacture of floor seals. After the war—or when restrictions are lifted—PYRA-SEAL WILL BE BACK.

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Deck plan of municipal stadium at Topeka, Kan. Seating 1,800, it is used mostly for exhibits, dramatic festivals and for high school and junior college games.

### Gym Planning

(Continued from page 18)

"the building was adequate at the time plans were drawn," doesn't hold water. Those who plan buildings are expected to anticipate growths in certain activities.

Probably everybody connected with the basketball program or with the athletic department are more or less to blame. For many years, the basketball rules book implied that a playing court 30 by 60 was fairly adequate. No wonder architects added a few feet to the minimum and felt their duty done. For a long time, our school administrators were more or less apologetic about proposing space for games or for training in activities so plebeian as the building of muscle and coordination.

Regardless of what excuses may be given for existing conditions, the important thing is to correct them as rapidly as possible. It is safe to assume that as soon as materials and manpower are available, there will be a surge of activity in connection with the expansion of facilities for physical fitness.

At any rate, both military and civilian groups have expressed a determination to see that the nation follows through in this matter. Government, community and school agencies seem to be of one mind as far as this particular activity is concerned, and there is room to hope that this mental state will continue for a considerable period after the emergency need is past.

One of the movements in this direction is the building of living war memorials. With the memorial idea as a central theme, some communities have already launched cam-

paigns to erect proper physical training and recreation facilities in the high school or local college. Others might profit by this activity. It is not too early to begin planning, even though actual construction may be delayed for several months or several years. One of the finest types of memorial is a school gymnasium, with the proper commemoration at the entrance or elsewhere. In some cases, present facilities might be utilized through proper enlargement and arrangement.

When such buildings are being contemplated, it is desirable for school authorities to examine other plans and to benefit by exchanging ideas with those who have had experience in gymnasium construction. There should be machinery whereby the best plans of the entire nation may be inspected by any group contemplating activity along this line. There should be opportunity for actual inspection of gymnasiums about the size and cost of the one to be erected.

At present, there seems to be no central source where such plans are available and no adequate machinery whereby schoolmen can receive instruction in the finer points of gymnasium building and in the adapting of it to the specific needs of the community. Until such source and such machinery are made available, wasteful practices will probably continue. Every architect will start from scratch and make the same mistakes that are handicapping the sports and physical training programs in three-fourths of the school communities.

There is need for some teamwork along this line and the efforts of *Scholastic Coach* to collocate the better building plans is a step in the right direction.





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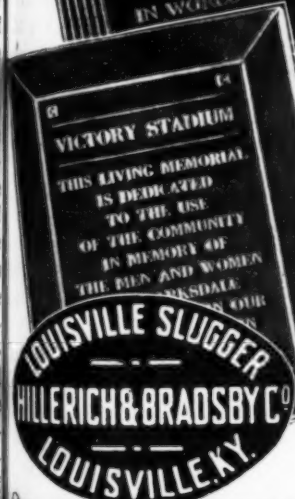
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**MEMORIALS  
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This message is published by the Hillerich & Bradsby Company in furtherance of the plans of The American Commission for Living War Memorials to build "living" memorials following America's victory in World War II. Inquiries regarding the work of this commission should be addressed to Mr. George M. Trautman, 30 East Broad St., Columbus, Ohio.



# LOUISVILLE SLUGGER BATS

## The Post-War Plant

(Continued from page 7)

attractive appearance for the auditorium is not durable enough for the gymnasium."

Often locker and shower facilities are not readily accessible. Further, "Also, most combinations lack the large durable wall space necessary in a gymnasium and the acoustical properties needed in a good auditorium."<sup>2</sup>

If a list of some of the categories were made, included would be: single-room schoolhouse, room with movable chairs, large vacant room or basement, gym-lunchroom combination, gym-stage combination, gym-auditorium combination, gym-auditorium-lunchroom combination, gym-part of building, gym-separate unit.

Factors which influence the layout vary considerably in each case. There can be definite aims and guiding principles, but no ideal plan which is universally applicable. The needs of individuals in the past, conditions in the present, and the trends of the future are determining factors for the type of facilities for which plans must be made.

A study shows that gymnasium construction over a period of 45 years has produced wide variations in construction features.

The sizes of the floors, in feet, range from 36x65 to 165x210. The median for small schools was found to be 60x100; that of larger institutions runs about 80x100 for existing floors, and 100x160 for those recently constructed. For floors under future consideration, the figure is 100x170. The median allowance of square feet per student was found to be 130.<sup>3</sup>

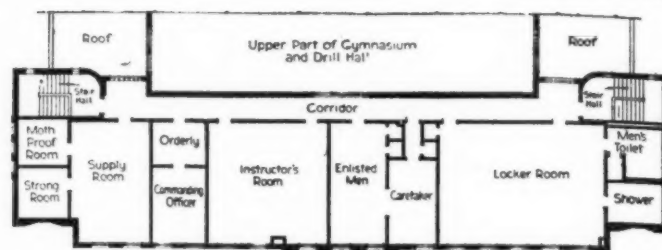
Some of the factors that partly determine the size of any floor are: size and growth of student body, amount and scope of required work, amount and scope of intramural and varsity activities, the size of the classes to be conducted, and the extent to which spectators will be accommodated.

The details of gymnasium construction, pertaining to floors, walls, heating, lighting, ventilation, apparatus, etc. will not be blueprinted here. There are many sources of information available, and individual

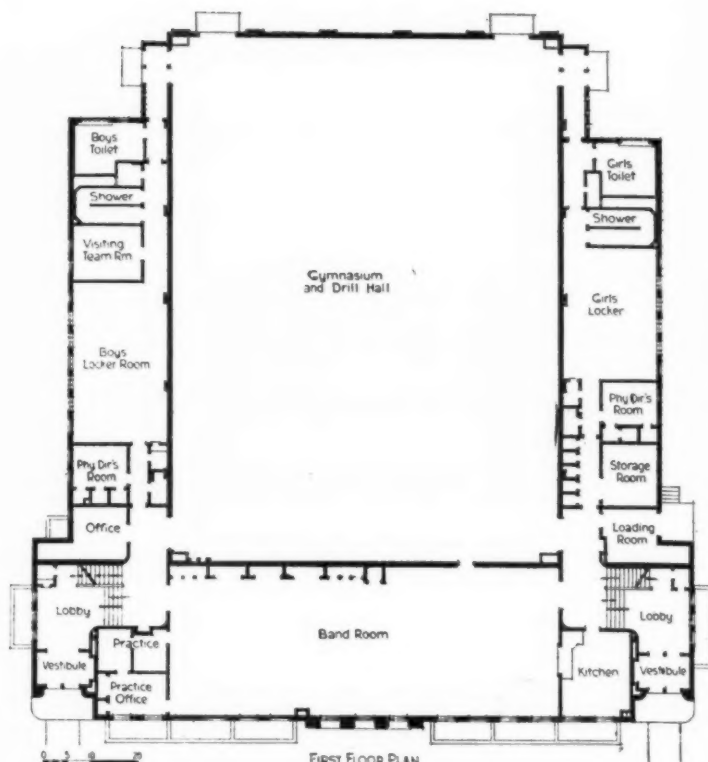
(Continued on page 42)

<sup>2</sup>A. D. Dotter, "A Score Card for School Plants Accommodating both Elementary and Secondary Grades," *The American School and University* (14th ed.), New York: American School Publishing Corp., 1942, p. 41.

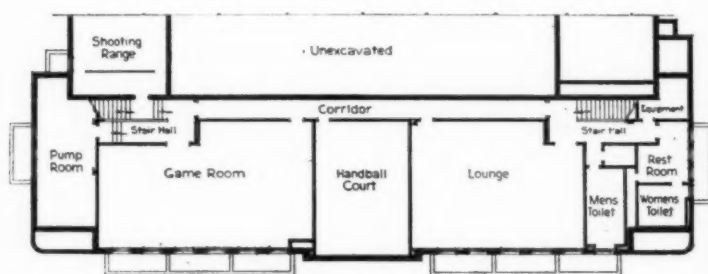
<sup>3</sup>Committee on Construction and Material Equipment, "Trends in Physical Education Facilities and Gymnasium Construction," *Research Quarterly*, May, 1930, pp. 41-45.



SECOND FLOOR PLAN



FIRST FLOOR PLAN



BASEMENT FLOOR PLAN

## STOUGHTON'S GYM-ARMORY

**G**YMNASIUMS in small Wisconsin communities serve a multitude of purposes, which keep these buildings open long after school closes at 4. At Stoughton, for example, the new gym doubles as an armory. The building is 141 by 145 ft., of which 110 by 82 is devoted to the gym proper. It is flanked by two lean-to-structures which contain shower and dressing rooms. Under one of these lean-tos is a basement rifle range. Across the front of the gym is a two-story portion with full basement, in which are game rooms and a social hall. On the main floor is one large meeting room which can be divided by a folding partition. The second floor is strictly military, housing the office of the commandant of the national guard unit, locker rooms, showers and classroom.

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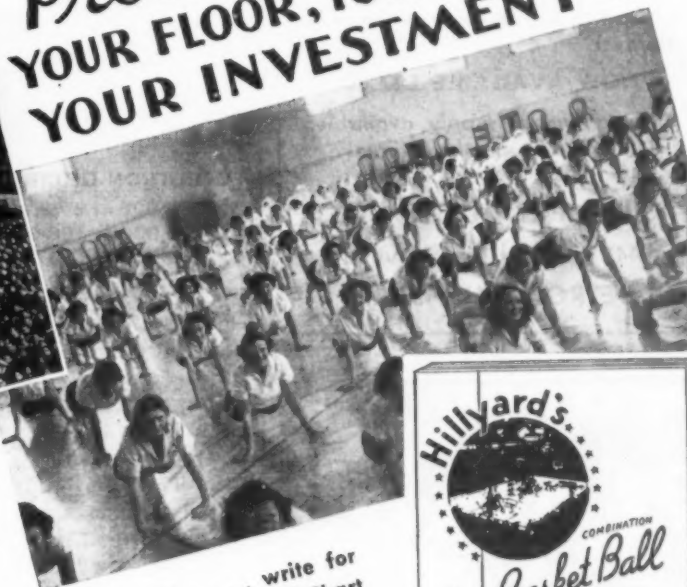
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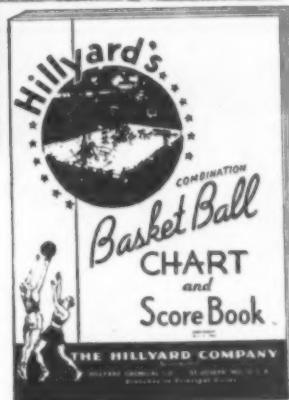
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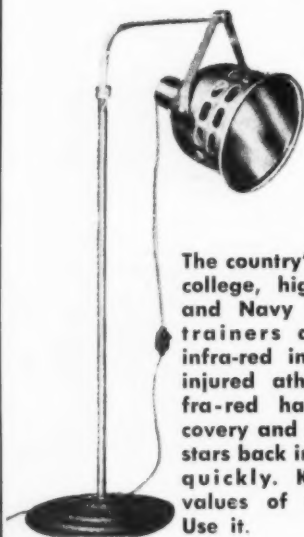
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requirements vary. This applies also to special activity rooms, offices, etc.

### Swimming pools

The situation of the swimming pool in some schools smacks of the dark ages; it is the dungeon of the school building. Swimming pools should not be built unless they can be built outdoors or under the most favorable indoor conditions, with proper light, heat, ventilation, sanitation and safety provision.

The problems associated with the construction<sup>4</sup> of swimming pools are becoming simplified, if the trend toward standardization is accepted as a criterion.

The rapid progress in standardization of swimming pools in educational institutions crops up in the annual reports of the N.C.A.A. Swimming Guide.

#### HIGH SCHOOL

	Odd Sizes	60ft.	75ft.	150ft.
1917	13	15	6	0
1927	14	38	24	0
1935	14	71	47	1
1937	19	84	54	0

#### COLLEGE AND UNIVERSITY

	Odd Sizes	60ft.	75ft.	150ft.	50m.
1917	11	14	11	0	0
1927	14	39	26	2	0
1935	16	56	60	2	1
1937	21	56	65	3	1

Of all the swimming pools in the country, 80% have been built since 1920.

The Office of Education reported to the White House Conference on Child Health and Protection (1931), the following data concerning the extent to which swimming pools are provided in city high schools throughout the nation:

POPULATION OF CITIES	HIGH SCHOOLS
100,000 or over	25.6 per cent
30,000 to 100,000	23.9 per cent
10,000 to 30,000	14.8 per cent
5,000 to 10,000	0.0 per cent

There should be a close functional relationship between the swimming pool and the physical education program. The completed pool should be the physical expression of the requirements of the curriculum. The curriculum should be formulated in broad outline before the pool is built. In turn the curriculum is based on educational needs to be satisfied.

It is quite possible to build a pool which meets only the needs of a limited number of individuals. A pool built for beginners may be too shallow for the divers, or a pool built for the diver may be too deep for the beginner. Institutions with

adequate funds have built specialized pools. Most schools have only the single pool.

An excellent set of criteria for judging standards for swimming pools has been drawn up by Leuhring.<sup>5</sup> A brief summary follows:

The standards for planning, construction, and administration of the swimming pool in educational institutions should

1. Conform with accepted principles of educational administration.
2. Conform with the accepted principles of health and physical education.
3. Consider each activity in the pool and should be based on direct or implied functional analysis.
4. Be in conformity with sound principles of reasonable cost, thrift and economy.

5. Conform with state and local laws, building codes and Board of Health regulations.

6. Conform with the requirements for other educational buildings and, more specifically, should be functionally interrelated and integrated with other physical education buildings.

7. Be constructed of materials suitable for its function. The materials used should be impervious, non-corrosive, non-slip, smooth, easily cleaned, durable, available for all-year use, fire resistant, of satisfactory color, and of satisfactory acoustical properties.

8. Be functionally adequate and suitable for many years of servability, and comparable at least to the lifetime of the other educational buildings of which it is a part.

9. Be provided with wholesome working conditions through satisfactory control of temperature, lighting, ventilation, acoustics, visibility, freedom from obstruction, and adequate provision for servicing.

10. Have water of clear, safe and sanitary bacterial, chemical and physical quality.

11. Be available daily when the institution is in session.

12. Serve as a wholesome and carefully controlled aquatic play area and as a medium whereby desirable knowledge, skill, attitudes, and appreciations toward swimming activities and pertinent safety and health education may be taught, learned, observed, and experienced. Neither the pool nor the pool room should be used as a cleansing or bathing agency.

13. Be based on the satisfaction of the educational needs of those whom the institution seeks to serve.

<sup>4</sup>Frederick W. Leuhring, *Swimming Pool Standards*, New York: A. S. Barnes & Co., 1939.

<sup>5</sup>Leuhring, *op. cit.*, pp. 48-67.

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14. Be used as an agency for health and health education.

15. Contain maximum provision for safety and safety education.

16. Complement and facilitate maximally the chosen curriculum of swimming activities.

17. As far as possible fulfill the requirements of swimming meets, diving and water games in accordance with official standard playing rules.

18. Be expedited by codes of rules and regulations for the guidance of pool users and the teaching, coaching, administrative, and service staffs.

19. Be frequently checked by means of adequate and standardized pool tests.

20. Be so conducted as to show complete and accurate records of all aspects of the functioning swimming pool, so that the department is prepared to report the facts in the situation.

#### Location of lockers

The locker room should be situated so as to give easy access to the gymnasium, swimming pool, athletic field and school. The area to be used for dressing should be large enough to provide 12 square feet of free space, exclusive of lockers, per pupil for the largest number dressing in any one class period.

The function of the locker room is to provide adequate storage space for the physical education uniform and street clothing of the student body and faculty. The method and type of storage will vary with the individual institution, depending upon such factors as space, student load, and whether the permanent or tote system is used.

In the permanent system, a locker is assigned to each individual and no other locker be used. The tote system requires the assignment of a small locker or basket for the storage of the activity costume, and the use of a large temporary or transient locker for the street clothing, to be stored only during the activity period.

In estimating the size of the locker room required, the following formulae<sup>6</sup> will prove helpful:

$$8 \text{ sq. ft. (min. per locker)} \times \text{no. of lockers}$$

$$32 \text{ sq. ft. (min. allowance per student)}$$

$$= \text{Load that may be carried}$$

If the resultant or load that can be carried is equal to or exceeds the actual load that will use the locker

<sup>6</sup>Committee on Construction and Material Equipment of the College Physical Education Facilities and Gymnasium Construction, Research Quarterly, May, 1930, p. 47.



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room at a certain time, 8 sq. ft. will prove a sufficient allowance, but if the resultant is less than the actual load, the allowance per locker must be increased until the loads are equalized. Example:

$$\frac{8 \times 200}{32} = \frac{1600}{32} = 50 \text{ (load that may be carried)}$$

If the actual load is 100, then 16 sq. ft. will be required per locker. If the actual load is only 40, 8 sq. ft. will be sufficient.<sup>7</sup>

There should be a sufficient number of lockers to accommodate the entire enrollment, plus a liberal provision for the future.

In the installation of lockers, regardless of type, avoid having them mounted on legs. It makes cleaning very difficult. They should preferably be mounted on a concrete base.

### Shower rooms and showers

The shower room should be separate from but adjacent to the drying rooms and locker rooms. It should be easily accessible from locker rooms, lavatories and gymnasium, and have direct access to the swimming pool.

The floor should be non-slip tile, with a slight slope to both side walls. This will keep the center dry for walking.<sup>8</sup> Walls should be of tile treated with sound-absorbent material. The ceiling should be curved to shed moisture against the walls.

Soap should be piped, with outlets between every two showers. There

should be one shower for every three persons during the peak load. An area of 16 to 25 square feet per shower is recommended. The minimum floor area of group shower rooms should be 20 feet by 20 feet for each sixty users at peak load, and should contain 15 shower heads.<sup>9</sup>

The shower head should be 6 feet high with individual control. Showers may be arranged in two lines, each with three showers set for warm water, the fourth moderately warm, the fifth cool, and the rest progressively colder. This method will accommodate a continuous line.

### Outdoor facilities

As far as weather conditions permit, the outdoor facilities should have first call in planning the activity program. Unfortunately, such factors as natural resources, topography, population density, climatic conditions and finances, will affect the planning of outdoor space. At present a survey of the schools reveals a range from no outdoor area to palatial set-ups.

In a national survey of representative high schools, ranging in size from 472 to 4,800 pupils and an area covered by Massachusetts, Utah, Texas and Florida, it was found that ground space ranged from practically none to 57 acres. The average was 15 acres.<sup>10</sup>

The modern physical education

<sup>7</sup>D. V. Trapp, "Solving Gymnasium Storage Problems," *Journal of Health and Physical Education*, September, 1930, pp. 46-47.

<sup>8</sup>Clarence Bartholomew, "Standards for Locker and Shower Rooms," *Journal of Health and Physical Education*, January, 1941, p. 29.

<sup>9</sup>P. Roy Brammell, *Health Work and Physical Education*, Washington: U. S. Office of Education, Bulletin No. 17, Monograph No. 28, 1943, pp. 84-85.





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program places a great deal of emphasis on sports, thus requiring extensive play areas. In designing its particular area, each school should consider its present needs, as well as those that may arise 20 years hence, and should utilize to the utmost the possibilities of the site.

It must be kept in mind that for instructional purposes, as much space is required for a school of 50 students as for a school of 500. In the latter case, the load will be distributed over several periods, while in the former the students may all be handled in a single period.

Minimum standards<sup>11</sup>, exclusive of buildings, have been recommended as follows: *Junior High Schools*—seven to ten acres. *Senior High Schools*—ten to fifteen acres. These should be considered absolute minimums.

Separate sections of the athletic field should be reserved for boys and girls. It is also desirable to plan some activities for coeducational participation.

In some states, the boards of education stipulate the minimum outdoor area to be provided for schools. In other states, official planning boards have been organized under permissive legislation.

Problems of surfacing, fencing, beautification, lighting, layout of fields, and other outdoor problems will vary with the individual school. Expert guidance in these matters is essential.

<sup>11</sup>Wm. R. LaPorte, University of Southern California—Physical Education Hall, *Journal of Health & Physical Education*, September, 1931, pp. 38-41.

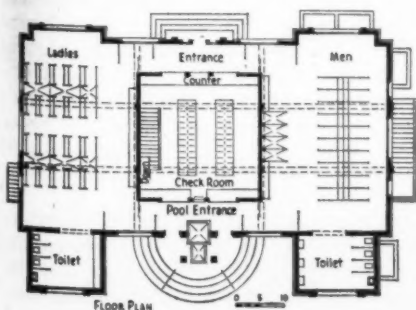
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A photograph of the pool is shown on the facing page; the floor plan is detailed below.



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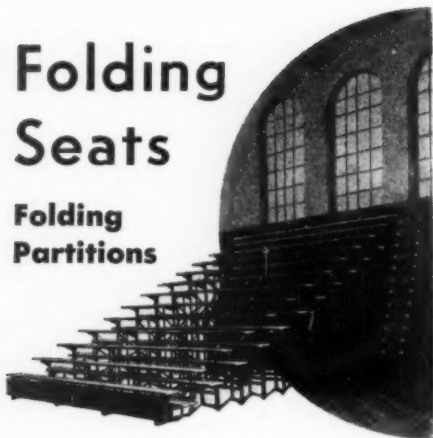
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## "Here Below"

(Continued from page 5)

every bald man and eagle in the United States.

"Amateur" has always been the toughest word in the sports language to define. With the result it has engendered many ticklish eligibility questions for the various state associations. Lending to the confusion has been the lack of uniformity in regard to amateur codes.

The atmosphere shrieks for purification. One man who is doing some vigorous fanning is Carl A. Hansen, coach at Westhampton Beach, N. Y., High School, and secretary-treasurer of the Long Island Athletic Advisory Board of Section 8 of the New York State Athletic Association.

Mr. Hansen has made a national study of state amateur rules and knows whereof he speaks. A realist, with both feet firmly on the ground, he struck a wholesome, constructive note in his recent report to the Central Committee of the New York State Association, which we quote in part:

### Hansen on amateurism

I find that at least three states have no amateur rule; at least 18 states make provision for reinstatement after violation; and at least 16 place a limit on the monetary value of awards—most having a limit of \$1 or \$2, with one state having a \$3 limit, one a \$10 limit and three states a \$35 limit.

Most states stipulate that, if the contestant violates the amateur rule in one sport, he is ineligible in all sports. But in at least four states, the contestant is ineligible only in the sport in which he received remuneration.

Most of the trouble concerning the violation of the amateur rule has been with baseball. Some of the states, however, report violations in boxing and basketball.

Nearly every state prohibits playing with outside teams while participating on a school team.

Many consider the signing of a contract, attending try-out camps or baseball clinics, or playing with teams on which players are paid, a violation of the amateur rule.

Very few states permit unlimited participation in summer baseball—usually there are restrictions, i.e.;

In Nebraska it is all right to play summer baseball if the club is not a member of the National Association of Professional Baseball Clubs; in Arizona summer baseball is O.K. and the signing of a contract is O.K.; in Arkansas permission from school officials must first be obtained; in

Louisiana affidavits must be filed stating that the individual has played with professionals or received remuneration; in Minnesota, summer baseball is exempt from the provisions of the amateur ruling.

Concerning the signing of a contract, I would like to quote Mr. H. V. Porter: "Most states regard the signing of such a contract (for future service) as a loss of amateur standing. This is on the assumption that a contract is not legally binding unless there is an exchange of money."

Some states enforce the amateur rule according to the provisions of the A.A.U., which, I believe, declares that a competitor forfeits his amateur standing if he accepts remuneration (other than expenses) or plays with professionals.

The N.C.A.A. definition of an amateur is, I believe, as follows: "An amateur sportsman is one who engages in sport for the physical, mental or social benefits he derives therefrom and to whom the sport is nothing more than an avocation."

We know of violations of the above rules. We know of the situation in "amateur" tennis and of so-called expense accounts of "amateur" track men. We know of the subsidization of college athletes who, according to the definition of an amateur, play solely "for the physical, mental and social benefits derived."

We know that boys play baseball for more than mere expenses, sometimes under an assumed name and sometimes under the guise of employment in a store or factory. We know that boys receive remuneration for the use of their athletic skill in camp work and as life guards on the beach and at swimming pools.

Boys receive compensation, small as it may be, for refereeing basketball games and umpiring baseball games. Caddying may not be an athletic skill, but the Golf Association declares that if you accept money for caddying after you reach the age of eighteen you become a professional.

### In another key

We also know of the situation where a boy or girl receives a musical education in the public school, uses his or her musical skill playing with dance bands, at entertainments and even at funerals without school control over hours or environment. The student receives substantial remuneration for such services and is still permitted to play in the school orchestra and school band and compete in sectional concerts and state championships.

To avoid the encouragement of hypocrisy, subterfuge and downright dishonesty, and to prevent the inequities of the present amateur rule,



changes should be made.

As a result of my study, I have three suggestions to make. First, that the present rule be expanded; that the violations and exceptions be listed and that the various terms be clearly defined, especially the term "gain" as used in our present ruling.

However, in view of the present paper shortage, I realize this is not very practical.

Second, that the rule be suspended for the summer months. Schools do not provide an adequate athletic program during the summer months and in many cases only by violating the amateur rule can a boy participate in athletics. Also, many boys look to professional baseball as a means of future livelihood and we should help and encourage them to obtain essential experience, instead of making it necessary for them to resort to subterfuge.

The development of this suggestion would solve many of the problems but would still leave a great many inequities—borderline decisions concerning winter sports activities, such as skating and work in indoor pools.

Third, because of restrictions such as age, scholastic standing, attendance in school, residence, the prohibition of playing on outside teams, and the limitation on his competition, I suggest we drop the amateur rule!

I quote the chairman of the athletic committee of another state: "From the experience that colleges have had with their 'Amateur Rule,' we felt it would be foolish for us to define amateurism or to enforce any 'Amateur Rule.'"

Whatever we do, we must interpose once and for all the hypocrisy, deceit, evasion, subterfuge and dishonesty which are the byproducts of the present rule.

Sometimes I think we in education should do more to develop honest men than "smart" men.

### John L. Griffith

COLLEGE athletics were dealt a hard blow on December 7, when Major John L. Griffith, athletic commissioner of the Big Ten Conference and president of the Athletic Institute, succumbed to a heart attack in Chicago.

Besides his duties with the Big Ten and the Institute, Major Griffith had been editor of the *Athletic Journal* and secretary-treasurer of the N.C.A.A.

He served with distinction in the first world war, after which he joined the staff at the University of Illinois. He remained there until his appointment as commissioner of the Big Ten in 1923.

He is survived by his widow, Mrs. Alice Kelly Griffith, and one son, Ensign John L. Griffith, Jr.



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SEE PAGE 48 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

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BADMINTON FLEECE

## Your War Memorial

(Continued from page 9)

the woods, outdoor fireplaces and picnic tables provided. A stream might be dammed to make a skating rink in winter, a lake for boating in summer. Here would be a gift of health and happiness.

Memorial highways, boulevards, or bridges might be undertaken by several neighboring towns or counties. Designed for traffic safety and planted where possible with shrubs and trees, they are certainly fitting tributes. Present highways might be beautified with plantings and made safer by the installation of modern lighting and overhead crossing.

These are just a few living memorials now being planned by official town memorial committees, local civic groups, women's clubs, the American Legion, Rotary or Kiwanis. Funds for such memorials are being raised by private subscriptions, benefits, community drives and public tax appropriations.

Where sufficient funds cannot be raised to execute the entire project at one time—and this is often the case where public funds are used—appropriations can be allotted over a period of years towards a planned building program. But in all cases, provision must be made for the maintenance of the memorial as well as for its original cost.

Opponents of living memorials, you will find, will contend that only in fine art is the true memorial spirit suitably expressed, that a memorial is stripped of dignity and hence unworthy if it is linked to the everyday, material needs of the community. Actually, we see no reason why sculpture or painting cannot be incorporated into the memorial hospital or community center or forest park.

Living memorials, of course, must be beautiful. They can have dignity of appearance, too. And certainly there can be no higher dignity than the purpose for which they are created, the betterment of the human body and mind.

To find what side the fighting men themselves take in the controversy on traditional versus living memorials, ask any service man which he would prefer to commemorate his achievements: his name over the entrance to a children's playground or inscribed in aloof grandeur on a monument on Main Street. He'll choose the playground any time.

This article is reprinted, with permission from the January *House Beautiful*.

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(See page 47 for other listings)

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January, 1945



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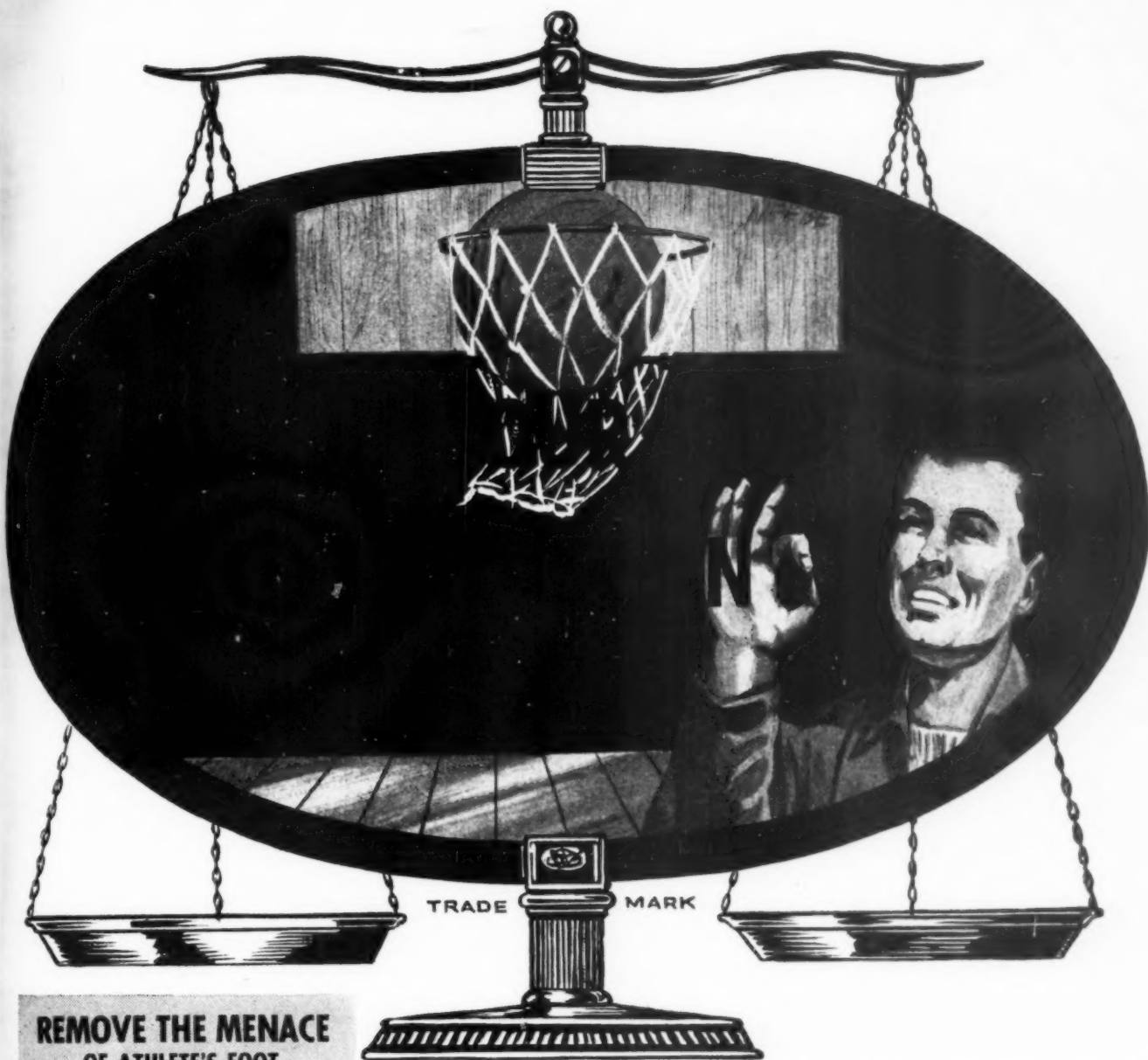
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Through our membership in THE ATHLETIC INSTITUTE we had the privilege, at times, of working in cooperation with Major Griffith, and we can truly say from personal observation, "There was a man who gave his life in loyalty to a cause—the preservation of athletics in wartime.

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